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ABSTRACT

This paper describes a Child Care/Parenting Project established to meet the needs of teen parents and parents-to-be in 19 area schools served by the West Campus Technical Center in Fayetteville, Arkansas. The presence of a licensed child care facility on the vocational high school campus helped to expand and improve the vocational education program. Training in child care was provided to secondary students who enrolled; by real life exposure to babies, child care students developed more realistic ideas about teen parenting and its responsibilities. The project focused on dropout prevention for at-risk teen parents and parents-to-be and offered them parenting instruction. Student and parent evaluations were a continuous part of the project. Daily evaluation forms for the classroom and child care center were used. Results showed that the project enrolled over 60 teen parents in the last 3 years but there were only 2 repeat pregnancies. Students enrolled in child care training did not get pregnant. Among others, recommendations were made to: request increased budget and staffing; require increased parent participation in child care; and work closely with area agencies and organizations. (A Child Care/Parenting Center Monograph is appended. It includes parent's and student's handbooks; explanations of procedures for school management of infectious diseases; evaluation, pupil enrollment, health record, child information, and permission forms; a resource list; an equipment list for infant/toddler room; and examples of publicity.) (YLB)

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PROGRAM IMPROVEMENT

FINAL REPORT

FAYETTEVILLE WEST CAMPUS
CHILD CARE/PARENTING PROJECT

Conducted by

Fayetteville High School
West Campus Technical Center
Fayetteville, Arkansas
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In Cooperation with
Vocational and Technical Education Division
Arkansas Department of Education
Little Rock, Arkansas 72201

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PROGRAM IMPROVEMENT

FINAL REPORT

TABLE OF CONTENTS

SUBJECT	PAGE
Original Problem	1
Objectives	4
Goals	5
Procedures	6
Evaluation	8
Conclusions/Recommendations	10
Appendices	
Child Care/Parenting Center Information	
& Publicity	
Pictures of Program in Action	

PROGRAM IMPROVEMENT FINAL REPORT

INTRODUCTION

Original Problem

The Child Care/Parenting Project was established to meet the needs of teen parents and parents-to-be in the 19 area schools that the West Campus Technical Center serves. In order to aid single parents and young mothers in obtaining marketable skills so that they may support themselves and their families, a child care facility will be created. By providing supportive child care to students from the area schools, expected results will include:

- (1) a significant increase in teenage mothers' obtaining high school diplomas;
- (2) an increase in single parents and teenage mothers' obtaining vocational training in a variety of programs such as computer technology, drafting, welding, auto mechanics, auto body, dental assisting, building trades, culinary arts, and cosmetology; and
- (3) increased opportunities for single parents and teenage mothers to obtain vocational training in a variety of programs not traditionally available to young women: welding, drafting, auto mechanics, auto body, building trades, printing and computer technology classes.

Supportive services were provided to teen mothers and single parents in the Child Care Program. Young mothers often have unrealistic expectations of motherhood. This puts them at high risk for having adjustment problems with their babies. Support services will include the following:

- (1) Structured parenting classes will be provided for single parents with children in the child care program. By teaching principles of child development, individual differences, and appropriate child rearing techniques, the expected results would be to prevent maladaptive child rearing methods, prevent abuse and neglect of children and strengthen the young parents' confidence and skills.
- (2) Counseling, both career and personal, will be available through the school counseling program as a further support to the single parents and mothers.
- (3) Transportation, if needed for parents and children was provided to the Child Care Center. School buses with seat belts and care seats are used.
- (4) The program provided contraceptive information, family planning and responsible sexuality training to the young parents; this helped limit and eliminate the second teenage pregnancies.

- (5) Medical needs of children and young parents will be aided through participation of the registered nurse in the program.

The presence of a licensed child care facility on the vocational high school campus helped to expand and improve the vocational education program. Results of the training class have been as follows:

- (1) Training in child care was provided to secondary students who chose to enroll. By teaching future child care workers the principles of child development, specific age curricula, nurturing caretaking techniques, and methods of positive reinforcement and discipline, such a vocational program has graduated quality trained child care workers certified as teacher aides, assistants and teachers by the state human services department and the Home Economics Division of the Vocational Technical Education Division.
- (2) As such highly trained child care workers are in demand, the entire child care field has certainly benefited from having an available resource of trained child care workers.

- (3) By real life exposure to babies, child care students have developed more realistic ideas about teen parenting and the responsibilities involved. In this way, future teen pregnancies have been avoided.

MAIN OBJECTIVE

The main objective of the Child Care/Parenting Project was to focus on dropout prevention for at-risk teen parents and parents-to-be. In addition, the project offered quality parenting instruction to parents-to-be as well as teen parents with children enrolled in the licensed child care center. The project also served as a vocational shop class training high school students for a career in child care.

SPECIAL OBJECTIVES

1. To increase the number of teen parents graduating from high school.
2. To increase the number of teen parents completing vocational training.
3. To provide a licensed child care facility for infants and toddlers to be used as a training facility for child care training students.

4. To provide daily parenting education classes for teen parents.

SPECIFIC GOALS

The project has five specific goals:

1. To develop a child care facility at West Campus for young parents and their children so parents may participate in vocational and educational programs.
2. To develop and provide opportunities for these students to learn marketable skills so they may support themselves and their families.
3. To provide vocational training opportunities for these young mothers in nontraditional careers.
4. To provide support services which would include counseling, parent education and transportation.
5. To develop and expand vocational education programs to include activities which will meet student's and society's needs by training future child care workers.

PROCEDURES

July 1988

Establish an advisory committee to oversee project.

August 1988

- *Hire teacher/coordinator
- *Attend Child Care Director Orientation Workshop as well as 10 inservice hours of child care meetings.
- *Meet with licensing specialist to plan renovation of classrooms.
- *Order equipment/materials for center and solicit donations.
- *Write guidelines for center/develop pamphlet, student handbook/parent handbook, forms for center/schedules

December 1988

- *Interview and hire nurse
Note: The attached publication has a copy of all the forms.
- *Open center for parents and children within 4 months time while teaching daily child care and parenting classes.
- *Apply for Child Care Nutrition Grant.

June 1989

Graduate first teen parent.

June-August 1989

JTPA- Summer program for teen parents and babies.

August 1989

Double enrollment to ten, add a toddler teacher and a part time secretary (4hr per day) to the program with JTPA Funding. JTPA also payed students and teen parents to work during school hours.

June 1990

Graduate more teen parents and begin summer program with JTPA.

August 1990

Add new toddler room and new classroom. As usual a waiting list of babies is a part of the enrollment process.

June 1991

At the end of three years, we have graduated 19 teen parents. The first year there were 67 child care training students. The second year there were 80 students, and during the third year we have had over 214 enrolled with us during the school year.

We have solicited funding from United Way and the Single/Parent Homemaker Fund to cover the expenses for the child care center next year. We have applied for a new program for the child care training.

The program will continue with the help of the school and community.

EVALUATION

Student and parent evaluations have been a continuous part of the project. Daily evaluation forms for both the classroom and child care center are used.

Here are the examples:

Child Care / Parenting Center

Daily Evaluation

Date: _____

Name: _____ Period: _____

A. Personal Appearance	1	2
B. Used correct sanitation procedures	1	2
C. Used correct charting procedures	1	2
D. Performed assigned jobs	1	2

Comments: _____

Child Care / Parenting Center

Daily (Classroom) Evaluation

Date: _____

Name: _____ Period: _____

A. Report to class on time with paper, pencil, and book	1	2
B. Completed classroom assignments, accurately & on time	1	2
C. Completed homework assignments accurately & on time	1	2
D. Participated in classroom discussions	1	2

Comments: _____

These evaluations are completed by the students each day. The nurse and teacher/coordinator evaluated each students' work each hour of the day. All evaluations, all the classwork and tests are filed in a folder for each student. We document classes taken, hours in the classroom, hours in the child care center, and use the total to determine certification at the state level.

The first two years we did not see a second pregnancy. The third year we had two students who got pregnant the second time. This still is far ahead of the national average for second time pregnancies. We have had over sixty teen parents with us in the last three years and only two repeat pregnancies.

In addition, students enrolled in child care training are not getting pregnant. When they have an opportunity to see first hand the problems of the teen parent, they can understand how difficult it is to be a parent at such a young age. These students also have opportunities to work with the babies daily. They can really understand the responsibility of being a teen parent.

CONCLUSIONS/RECOMMENDATIONS

The project has really been more successful than we could have imagined. We have 25 babies on the waiting list for next year already. Usually the enrollment does not begin until August. We had over 214 students enrolled in child care training. We have had requests from the following states about the program: Hawaii, Texas, Florida, North Carolina, Nebraska, California, and all across Arkansas. We have had seven national articles published about the program. We have received the following grants: Teacher Recognition \$1000, Chapter II Special Projects \$8000, and JTPA has contributed over \$20,000. United Way will begin a \$20,000 per year contribution in 1992. The Single Parenting Project will contribute approximately \$20,000 per year. Community donations for the last three years have amounted to over \$19,000. We have also had volunteers donate their time in the center working with the babies and their parents.

We are now beginning to help other schools set up programs like ours. Rogers, Springdale, Fort Smith, Far City, and two post-secondary schools are interested in setting up a similar program.

Recommendations:

- (1) Increase the budget request. The budget was a really a problem because it did not include consummable supplies. We had no money for food for the infants and toddlers.
- (2) Two staff members were inadequate to man a child care center and teach classes. The first year we had to rely on volunteers to work in the center to cover bathroom and lunch breaks.
- (3) Order materials from the Environments Company. Delivery was efficient. (6 days). The products/merchandise has been excellent. Free services are offered for planning and setting up indoor and outdoor play areas. The technical assistance is excellent.
- (4) Require teen parents to work at lunch time to help feed babies and prepare for naps. Give credit for a child care training hour.
- (5) Require teen parents to eat school lunches together in an area set aside in the center. Half the students eat while the others work in the center. Then the groups rotate.

NOTE: We had to get special permission from the state food service people to allow teen parents to eat lunch out of the cafeteria.

- (6) Require teen parents to provide two bags of diapers per month to help provide for expenses of child care. It really helps parents take responsibility for their child care.
- (7) Require teen parents to read and study the parents handbook and sign a contract before baby is enrolled.
- (8) Request invitations to every community organization to discuss the project. Learn to "beg" for money effectively. Write grants as often as possible.
- (9) Always write personal thank you notes for any type of donation. Keep track of all donations. Post them in center.
- (10) Strive to get as much publicity as possible. Develop a pamphlet and send them everywhere. Don't be afraid to call the TV stations. Select a TV representative for the advisory committee. Do not just have one friend at the paper or TV

- (14) Ask for a secretary. It is a real necessity to have someone available to help with the paperwork, fund raising, filing, answering the telephone, accounting, ordering equipment, planning and scheduling meetings.
- (15) Be sure to employ a registered nurse. It is a real key to the success of the program.
- (16) Make friends with the maintenance staff. They can be valuable assets to the program. We even arranged for our staff members to be on TV as they set up our playground equipment.
- (17) Work closely with the local health department. We get lots of valuable help from the local A+ program director. A+ is a program for teen parents.
- (18) Work closely with teachers, counselors, and administrative personnel.
- (19) Prepare a newsletter. Mail to everyone on the carefully prepared Rolidex list. Make sure school board members get copies of the newsletter.

(20) Find a lawyer willing to help with the incorporation of the center. This makes the center eligible for United Way and grant money.

(21) Make friends with the local county licensing specialist. Ask for help. Give them credit for your success.

(22) Get involved with the local AACUS organization. AACUS is the Arkansas Association For Children Under Six.

(23) Attend grant writing workshops.

(24) Attend county, state, and local child care meetings.

(25) Work with the local university. The University of Arkansas serves as a valuable resource. Appoint a child care professor to the advisory committee.

(26) Be prepared for daily challenges and miracles and lots of hard work.

Child Care/Parenting Center Fayetteville West Campus



Funded by
Chapter II

West Campus Technical Center
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(501) 444-3063

TABLE OF CONTENTS

Child Care/Parenting Center Parent's Handbook.....	1 – 6
Child Care/Parenting Center Student's Handbook	7 – 11
Procedures for School Management of Infectious Disease	12 – 19
Situations Requiring Handwashing	20
Techniques for Handling Food and Utensils.....	21
Diapering Procedure	22
Toddler/Young Child Schedule and Infant Schedule	23
(1 for teen parent, 1 for CC/PC) – (use carbon sheets)	
Student Evaluation Forms, Daily Classroom Evaluation, and Daily Evaluation CC/PC	24
Child Care/Parenting Checklist for Infant/Toddler Folders	25
Fayetteville Pupil Enrollment Form.....	26
Standard Health Examination Record	27 – 28
Child Care/Parenting Center Child Information Sheet.....	29 – 34
Fayetteville Schools Bad Weather Forms	35
Person Authorized to Take Child From Child Care/Parenting Center	36
Child Care Waiting List Form	37
(1 for counselor's office and 1 for CC/PC - use carbon sheets)	
Teen Parent's Schedule	38
Child Care/Parenting Center Release for Publication	39
(1 for teen parent, 1 for child)	
Letter Soliciting Support	40 – 41
Community Support.....	42 – 44
Thank You Notes	45
Resource List	46
Equipment for Infant/Toddler Room.....	47
Examples of Publicity	48 – 57
Pamphlet	58 – 59

Child Care/Parenting Center
Fayetteville High School – West Campus

PHILOSOPHY

This Child Care/Parenting Center is designed for high school students with children, and as a pre-employment training center for occupational child care students. It is the purpose of the center to ensure that each child has the personal attention and stimulation needed at each point in their development. The Center will emphasize developmentally enriching activities and materials for all children enrolled. In addition, the center will provide quality instruction and learning experiences necessary for training future child care workers. The center will also provide quality parenting instruction for teen parents and parents-to-be.

GOALS FOR CHILD CARE/PARENTING CENTER

1. Provide a safe, learning environment where young children can develop a positive self-concept, and a sense of responsibility for personal actions.
2. Provide a place where young children can learn while experimenting with play materials and sharing experiences with other children, their parents, and their teachers.
3. Provide a flexible program to meet the child's physical, emotional, social, and intellectual needs through individualized and group instruction.
4. Provide opportunities for children to explore the learning environment, develop problem solving skills, improve body coordination, develop skills in socialization, and stimulate creativity.
5. Provide a licensed child care center as a training site for high school students to observe and interact with young children.
6. Provide instruction for parenting students in basic child care procedures and parenting skills in order that teen parents can learn more about child development so expectations for their child's development are more realistic.
7. Provide instruction for teen parents to postpone a second pregnancy until graduation from high school and future job training classes.
8. Provide support group counseling for teen parents.
9. Provide up-to-date information on economic assistance and community resources as needed.

GENERAL INFORMATION

The Child Care/Parenting Center is operated by the Fayetteville School System, and is located at West Campus Technical Center. The Center serves full time high school students with children from six weeks to 36 months.

The Center will be open Monday through Friday 8:00 a.m. to 3:00 p.m. It will be open when the Fayetteville schools are in session. The Center will not be open during finals because child care students are not available to work, and because the Child Care Center will be undergoing intensive cleaning to prepare for second semester and for the summer program.

Teen parents will be monitored to ensure class attendance and progress. Appropriate action will be taken if class attendance becomes a problem. Failure to attend class or to drop off a child by 8:10 a.m. and pick up a child by 3:10 p.m. will require an individual conference with the Child Care Staff and school Principal. The grades of teen parents will be monitored to make sure teen parents are making satisfactory progress.

Teen parents are required to update a child's forms each semester and at the beginning of the summer session. Each semester the child will be required to have a medical form completed by a physician. Should changes occur in home telephone numbers, address, marital status, or custody rights, these changes should be noted in each child's record.

Teen parents must sign a contract that states that they understand and agree to the established guidelines required by the center.

REQUIREMENTS FOR ENROLLMENT

1. Children must be six weeks of age before enrolling in the center.
2. Teen parents are required to enroll in a parenting class.
3. Teen parents are required to spend lunch time with their children. Parents are also required to stay with their children in the mornings until dismissed to attend parenting class.
4. Teen parents are required to attend class when their child is attending child care.
5. An up-to-date immunization record and medical check-ups are required for each participant to maintain enrollment in the center.

PARENTING STUDENTS

It is highly recommended that each parent enroll in a Child Care Class during the school day in addition to the required Parenting Class. The Parenting Center will strive to prepare adolescent parents to face the challenges of child care through classroom discussion, videos, and demonstrations. Students enrolled in parenting will learn basic child care procedures, guidelines for using positive discipline, and will understand basic child development. Parenting students will meet in the Parenting Center during the first period of each school day. Parenting classes offer opportunities to develop problem solving skills needed by teen parents, and provide support as necessary. Teen parents will be able to help each other with personal problems and share possible solutions.

CHILD CARE STUDENTS

Child Care Students will receive training in the Child Care Center and in the classroom. Students will be given opportunities to work closely with children. Moreover, students will have the opportunity to learn how to set up, plan, and manage a child care center. Students will be trained to work as a child care aide, assistant or teacher.

ATTENDANCE AND HOURS OF OPERATION

Arrival – 8:00 a.m.

Departure – 3:00 p.m.

Unless a child is sick or an emergency arises, regular attendance is expected.

You must notify the center if the child will not attend. It would be helpful for us to know the reason for the child's absence, particularly when a contagious disease such as strep throat or chicken pox is present. The Child Care Center Staff can inform other parents as necessary.

The Center must be notified if someone other than the parent will pick up the child. This must be done in the morning when the child is checked in, or by telephone if it is an emergency. The child will not be released to anyone not formally introduced to Child Care Staff previously. In case of an emergency, a phone call or hand written note will be accepted, but identification will be checked before the child is released.

CHILD ABUSE

As required by law any suspected cases of child abuse – physical, emotional, or sexual will be reported to the authorities for investigation.

HEALTH INFORMATION

Our primary concern is to insure the health of all the children in the child care center. The registered nurse will make the determination whether the child shows signs of illness.

Please keep your child home if your child:

1. Has a fever or has had one during the previous 24 hour period.
2. Has symptoms of a possible communicable disease.
3. Has had diarrhea and/or vomiting in the last 24 hours.

You must note that children absent due to a contagious disease may not return to the center without a signed statement from a physician indicating the child is no longer contagious and is ready to return to normal center activities.

Please notify the center by phone if your child is ill and will not be in attendance.

Teen parents will be required to administer all medications to their own children as needed during the school day. No medication shall be administered by school personnel. (This includes aspirin). The druggist will provide a duplicate prescription container if requested. These policies are set forth for the benefit of the child. Please help us to comply with them. Child's name must be on non-prescription medicines. (ex. tylenol, cough syrup etc.) You must assume the responsibility of picking up the medicine at the end of the school day.

IMMUNIZATION POLICIES

Up-to-date immunizations are required by Arkansas Law and by the Arkansas Department of Health for all children who attend a child care facility. Documentation must be presented to the nurse for recording purposes.

Immunizations not only protect your child, but also protect other younger children in the Center (who are not old enough for certain immunizations) from being exposed to a disease that your child could carry. Your child will not be allowed to enroll, or stay enrolled without up-to-date immunizations.

SEVERE WEATHER AND FIRE DRILLS

Periodic fire drills and severe weather drills will be conducted by the school system. Documentation of the drills will be posted in the Child Care Center.

REST PERIODS/NAPS/OUTDOOR ACTIVITY

Naps or rest periods are required by state licensed child care centers. Consequently, a rest period is scheduled each day. The Center will provide cot covers and crib sheets for the children, and will launder them as needed. State licensed child care centers require outside play activity. The children will go outside for a few minutes each day as weather permits; dress children appropriately.

DEPARTURE

A child may not leave the center until the parent signs the child out. It is our philosophy not to release a child to anyone other than the parent. Your child will only be released to another person designated by you in writing. Identification may be requested from the designated person. If there are parental custody concerns, we must have a notarized court order on file regarding parental custody matters. Please notify us if you want us to allow visitation with the baby's father.

PARENT PARTICIPATION

Because our utmost goal is to provide you with the best available child care, your involvement is important. We recognize and appreciate the trust and confidence you have placed in us and offer you an opportunity to share in the joys of childhood with us. Laughter, hugs, sharing and discovery are what being a child is all about. Your participation as a partner in your child's learning will be a positive experience for us all.

It is very important to us to keep the promise of quality to our children and parents. Please discuss with us when you are particularly pleased with the care your child is receiving as well as when you are displeased.

We intend to keep parents informed by personal contacts, telephone contacts, sending notes home with the children, bulletin board announcements, and a possible newsletter in the near future.

Our goal is to have good communication with our parents. We want to hear your questions, concerns and comments. A suggestion box will be placed in the center for anonymous comments. Please feel free to contact our students advisory committee member with your comments and/or concerns. The present member is _____

Parents will be asked to complete a written evaluation of the Child Care/Parenting Center at the end of each semester.

BIRTHDAYS AND HOLIDAYS

Birthdays and holidays are very special times in a child's life. We encourage you to make birthdays memorable for the child. If you would like to bring treats of some kind, please check with the director or nurse. Parties will be held during afternoon snacktime. Food must be purchased – not homemade, as required by Fayetteville School policies.

At holiday times, you may be asked to participate in special parties or activities.

DISCIPLINE

Our goal at the Child Care/Parenting Center is to treat each child with love and respect. Positive attitudes and reinforcement will be an integral part of the program. We hope to plan enough enrichment activities so children will be too busy to require much discipline.

Positive discipline rewards good behavior continuously and encourages development of a child's self-esteem. A positive approach to discipline means the child will be re-directed to another activity if necessary, appropriate behavior will be praised, alternatives will be provided, and if necessary the child will be accompanied to "time-out".

"Time-out" helps the child gain self-control through learning appropriate behavior rather than forcing the child to conform to adult standards.

When a child is demonstrating a negative behavior, discipline will be used. First, the child will discuss the behavior with the teacher. If this is unsuccessful, the child will be placed in "time-out" away from other children. If a child continues a negative behavior and refuses to adopt a positive way of acting, the parent will be called in for a conference. Repeated misbehavior which the staff can not correct can lead to the child's dismissal from the program.

The children enrolled in the Child Care/Parenting Center will never be subjected to physical or psychological punishment, punished or shamed for bathroom accidents, denied food or rest as punishment, or forced to eat or rest. No child shall be subjected to any form of corporal punishment. No child shall be handled roughly in any way including shaking, pushing, shoving, pinching, slapping, biting, kicking or spanking. No child shall ever be placed in a locked room, closet, or box. No discipline shall ever be delegated to another child.

PARKING/TRANSPORTATION

Children and their parents from Fayetteville or the other feeder schools sending students to West Campus will need to make arrangements to ride one of the locally scheduled buses to the Child Care/Parenting Center. The child must have a car seat to board the bus. Any parents interested in arranging for this transportation must consult with the school transportation director.

Entrance to the Child Care/Parenting Center will be through building E. This entrance provides direct access to the Center. Please be sure not to park in any assigned space. Do not block the driveway. Numerous buses unload students in this area every day. Use extreme caution when entering or leaving the Center. Hold children firmly in hand for safety. As soon as you arrive at school, the child must be checked into the Center. Do not "hang out" on campus with the child.

CLOTHING

We expect your child to be very active in the child care center. Washable play clothes will be necessary. It makes a child feel much better if s/he is dressed in something comfortable that can be managed with little or no help. If your child is in the process of toilet training, please make sure to provide us with sufficient changes of clothing (underclothing, sweater, pants, socks, etc). Two-Three extra changes of clothing should be kept in the child's storage container in case of emergency situations. These clothes will be kept at school and laundered as needed. We ask that you use a laundry marker to label all of the child's clothing. Toddlers must have shoes on to come to the Child Care Center.

Fresh air and exercise are important to a child's good health. Please provide clothing appropriate for the weather and season because children are required to go outside everyday (cold or hot). If the child is too sick to go outside for a few minutes, s/he is too sick to be attending the Child Care/Parenting Center. We will carefully monitor outdoor play and provide adequate water and shade as needed. Children should not bring toys or other personal items unless it is a special toy or blanket used only during naptimes. Never allow your child to bring gum or candy into the Center.

We appreciate your cooperation with the guidelines for the Child Care/Parenting Center. In order for you to officially complete your child's enrollment, it is necessary for you to sign the following contract.

EXPENSES

Each teen parent is required to bring _____ of diapers per month to help pay part of the expenses for the Center. Each parent is required to bring _____ containers of baby wipes per semester. Teen parents who qualify for free lunch will not be required to bring formula or food for their child. Teen parents who don't qualify will provide formula and baby food for infants and a small fee for toddlers. The Child Care Nutrition Program will offset these costs. Project Success funding will help with some expenses.

CHILD CARE/PARENTING CENTER
FAYETTEVILLE WEST CAMPUS

I have read the parents' booklet and I fully agree to comply with all the guidelines listed. I understand that all guidelines are for the protection of my child. I also understand that if I fail to comply with the rules, my child will be dismissed from the center.

Teen Parent's Name (Mother)

Date

Teen Parent's Name (Father)

Date

Director

Date

Nurse

Date

CHILD CARE/PARENTING CENTER
FAYETTEVILLE HIGH SCHOOL – WEST CAMPUS
STUDENT HANDBOOK

Table of Contents

- I. Philosophy
- II. Goals
- III. History
- IV. Employment Policy
 - A. Hours of Operation
 - B. Job Responsibilities
 - C. Attendance
 - D. Behavior Guidelines
 - E. Dress Code
 - F. Playground Supervision
 - G. Visitors
 - H. Fire and Severe Weather Drills
 - I. Child Abuse
 - J. Discipline
 - K. Supplies
 - L. Environment
 - M. Performance Evaluations

I. Philosophy

This Child Care/Parenting Center has been designed for the benefit of high school students with preschool children, and as a pre-employment training center for occupational child care students. The Child Care/Parenting Center is designed to provide quality child care by providing a warm, supportive atmosphere for children. It is the purpose of the Center to ensure that each child has the personal attention and stimulation needed at each point in their development. The center will emphasize developmentally enriching activities and materials for all children enrolled. In addition, the center will provide quality instruction and learning experiences necessary for training future child care workers to set up and manage their own child care center or work in an established child care center.

II. Goals

1. Provide a safe, learning environment where young children can develop a positive self-concept, and a sense of responsibility.
2. Provide a place where young children can learn as they play with materials and share experiences with other children, their parents, and their teachers.
3. Provide a flexible program to meet a child's physical, emotional, social, and intellectual needs through individualized and group instruction.
4. Provide opportunities to explore the learning environment, develop problem solving skills, improve body coordination, develop skills in socialization, and stimulate creativity.
5. Provide a quality child care training center for high school students to learn as they observe and interact with young children.

6. Provide instruction for parenting students in basic child care procedures and parenting skills so teen parents can learn more about child development so expectations for their child are more realistic.

III. History

The Occupational Child Care/Parenting Project, using blended funds through program improvement and single parenting focuses on dropout prevention for at risk, single teenage mothers and parents. In addition, the project offers quality parenting instruction to new parents enrolled in the program. The project also serves as a vocational shop class training high school students for a career in child care.

The Child Care/Parenting Center opened January 23, 1989. Thirteen teen mothers and mothers-to-be enrolled in the parenting class, sixty-two students enrolled in child care training, and seven babies enrolled in the Child Care Center.

IV. Employment Policy

A. Hours

The Child Care/Parenting Center will be open from 8:00 a.m. to 3:00 p.m. each day the Fayetteville Schools are in session except during finals. All students are expected to be in their work area and be ready to begin work when the tardy bell rings. No early departures will be allowed unless previously cleared with the nurse or director.

B. Job Responsibilities

Students will have assigned responsibilities for each week and the weekly schedule will be posted. It is your responsibility to check for your assignment in advance.

A team leader will be assigned for a one week period, and all students will have the opportunity to be team leaders. Team leaders will act as the student coordinators for the Child Care Center and will be directly accountable to the Child Care Staff.

The team leader will:

- *Check arrival and departure time of students.
- *Check that workers follow hand-washing procedures, have hair back from face, and are wearing smocks before they begin their assignments in the Center.
- *Assist other students, handle questions and problems, and consult with staff as necessary.
- *Reassign students when someone is absent.
- *Check charts at beginning, middle, and end of hour for correct charting procedures.
- *Remind Students to do the necessary cleaning tasks listed on the posted Daily and Weekly Procedures chart.
- *Evaluate each team member daily on the back of the team leader's own evaluation form.

The team member will:

- *Do daily assigned tasks. (Only team leader or staff can reassign students.)
- *Consult team leader when problems or questions arise.

Students will come with plans made to perform assigned activities and with any materials prepared. All areas will be cleaned up after each activity.

C. Attendance

Daily, prompt attendance allows students to take full advantage of the educational opportunities planned regularly for them by the staff of Fayetteville High School. Successful completion of this objective is the joint responsibility of students, teachers, and parents. (Note: Check the West Campus Student Folder for additional information.)

Since children are dependent upon the students and the Center Staff is dependent on the students, attendance is a top priority. No learning can take place when students are not present, and activities planned for the Child Care Center can not be made up for the next day. Awards will be given for perfect attendance. Students in child care training will not receive Child Care Completion Certificates if classes are missed.

D. Behavior Guidelines

1. Gum chewing, eating, and drinking are not allowed in the Child Care/Parenting Center or classroom except as students are participants in the usual eating situation with the children.
2. Phone calls can only be made or received with permission from the child care staff. Phone calls can not be made unless they are business or emergency calls.
3. Appropriate language used in a calm and professional manner is expected of everyone.
4. Any student with a condition deemed unhealthy by staff personnel or which might be a threat to the children's health will not be allowed to work in the Center. (Face masks are available if needed). The only reason for staying out of the Child Care Center would be in case of fever or untreated infection. Only staff members will determine whether student can/can not work in center.
5. Students arriving under the influence of drugs or alcohol or with these in their possession will not be permitted in the Center and will be referred to the principal for immediate consultation. The use of tobacco is permitted only before school, during the noon hour and after school. The gravel area by the welding shop and the parking lots are the only approved areas for tobacco.
6. Any information of a personal nature concerning students, parents, employees and staff should not be shared outside the Center.
7. Students must complete daily evaluations while working in the classroom or child care center.

E. Dress Code: Personal Appearance

The Student Handbook suggests that students use cleanliness, modesty and appropriateness as guidelines for dress. Teachers may request a student's removal from the classroom or center if they feel that clothing or appearance is disruptive or unsafe.

Students working in the Child Care/Parenting Center will follow these guidelines:

- *Wear clean clothing with proper outer garment (smock).
- *Keep fingernails clean and at a workable length.
- *Keep hair clean and off of face.
- *Practice good oral hygiene.
- *Remove bracelets, necklaces, earrings, large rings or anything that would interfere with child care.
- *Wear comfortable work shoes rather than loose sandals or any other type shoes that would encourage falls.
- *Omit strong perfumes or aftershave lotions.
- *Males should be clean shaven.

NOTE: The temperature of the Child Care Center will be maintained for the children's comfort. Dress so you feel comfortable with the temperature.

F. Playground Supervision

It is imperative that playground activities be closely supervised. Those assigned playground duty must accompany the children to the area and be observant of the children's activities. No child will be allowed to leave the Center from the playground area. Play equipment is to be returned to storage after use. It is important to remember to keep children outside for the scheduled time. Children are not allowed to come back in when they choose. If a child needs to go to the bathroom, do not let them come in alone. Never leave children on the playground unsupervised.

G. Visitors

No one is to be admitted to the Child Care/Parenting Center without the permission of the nurse or director. This includes the outside playground also.

H. Fire and Severe Weather

Fire and severe weather drills will be held as required by licensing standards. The fire evacuation plan will be conspicuously posted. A meeting place will be designated outside of the building by the warehouse or in the case of a tornado we will meet in the center hall of the building.

I. Child Abuse

Anyone reporting child abuse may do so anonymously on the Child Abuse Hot Line: 1-800-682-8544 or contact Janet Richardson at Child Protective Services at 521-1270.

J. Discipline

Discipline is not punishment, rather, discipline is guidance which shapes and corrects the behavior of children.

Busy, interested children are usually not discipline problems. Discipline is a matter for each individual teacher to handle when necessary. It is important to be consistent when using discipline. Common sense in dealing with the problem of discipline is probably the best guide.

Behavior modification is an excellent way to discipline. Acceptable behavior is rewarded with praise, a smile, or a nod of the head.

Redirection can be used to change and stop unacceptable behavior. The caregiver simply removes the child from the situation and changes the activity of the child. Sometimes a child will have to be removed from an explosive situation and not be allowed to play until s/he can conduct her/himself in an acceptable manner.

TIME OUT is the only accepted method of discipline in the Child Care Center and can be administered by staff members only.

As stated in the licensing guidelines, the following procedures will be followed. There will no physical punishment, that is no spanking, slapping, shaking, biting, or hair pulling in the Child Care Center. No techniques which are humiliating, threatening or frightening to children shall be used. Children will not be shamed or spoken to with abusive or profane language.

NOTE: Parents are not allowed to spank or physically punish their own children in the Child Care Center.

K. Supplies

Supplies are precious. Workers need to be very careful not to waste anything and to report to the director when supplies are low. Supplies are for the children, not for child care workers.

NOTE: Child care workers are only allowed to assist with art activities, not do them for the children.

L. Environment

All students are responsible for maintaining a clean and pleasant classroom. Putting equipment, supplies, etc., back in the right place after use will facilitate a "clean as you go" motto that will save time.

M. Performance Evaluation

Each student will be required to complete a self evaluation to receive points for a daily grade in the classroom or in the Child Care Center. These must be filled out completely and correctly to receive points. Evaluations should be completed at the end of each period. Each students must do his own.

Your teacher will grade the evaluations and put your final points for that day on them.

Attendance is essential to earn daily points. Classroom work and tests are included in the child care grade each six weeks.

Procedures for School Management of Infectious Disease

Prevention of infectious diseases depends on basic principles of cleanliness and hygiene. The transmission of these infectious diseases may be prevented by using standard procedures to maintain both personal and classroom cleanliness and by monitoring the actions of suspected and known infected students. The procedures listed should be employed at all times when providing care for all students, regardless of their infectious disease status. Not all infectious diseases will be transmitted in the same way.

Teaching and supervision of staff performing these preventive measures for the control of infectious diseases is a school nursing function. Personnel responsible for carrying out these procedures include the infectious disease management team, teachers, teachers' aides, care workers, custodial staff, food handlers, volunteers and anyone who may have direct contact with the students, equipment and supplies, including eating utensils and play objects. Responsibility also extends to such areas as contaminated floors, walls, toilets, sinks and changing surfaces, as well as contaminated clothing or cleaning equipment such as mops.

I. Guidelines for Establishing an Infectious Disease Prevention Program

- A.** Transmission of infectious diseases may occur more readily where close personal contact is involved in child care. Preschool and kindergarten settings, as well as special facilities for handicapped students, need special attention for the prevention of infectious diseases.
- B.** Preventing the spread of infection requires that personal and environmental cleanliness techniques be practiced at all times in every school setting.
- C.** Prior to the enrollment or continued attendance in the regular or special classroom of an infected student, the school nurse shall develop specific procedures appropriate to the student's age and the stage of development for the specific diseases. The school nurse should carry out these procedures:
 - 1) Review the child's medical records. Collaborate with parents and the family physician to ensure that the records are complete.
 - 2) Identify students and school personnel who may be at risk, such as those who are chronically ill, pregnant, capable of childbearing or taking immune-suppressant medication.
 - 3) Identify appropriate personal and environmental cleanliness techniques in accordance with children and staff needs.
 - 4) If the regular education program cannot be modified and the student is identified as an individual with exceptional needs the school nurse should serve as a resource person to help write appropriate objectives for the student's Individualized Educational Program (IEP).
 - 5) Orient and train all staff member, including custodians, substitute teachers, volunteers and bus drivers. Orientation and training must be on going and must be scheduled to include new personnel.
 - 6) Maintain on going communication with parents and the primary physician regarding the student's status.
 - 7) Verify the school district's efforts to prevent the spread of infection and to protect the health of employees.

D. All facilities should make provisions for personal and environmental cleanliness. THESE PROCEDURES MUST BE USED WITH EVERYONE REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS.

- 1) Allow sufficient time for handwashing after using the toilet and before eating meals and snack.
- 2) Provide ready access to handwashing facilities. These should include hot and cold running water and liquid soap in a workable dispenser.
- 3) Provide disposable paper towels. The use of cloth towels is discouraged; however, if cloth towels are used, discard them with other contaminated linens after each items.
- 4) Maintain storage areas for linens, utensils, equipment and disposable items. These areas must be separate from areas used for storage of soiled items.
- 5) Keep soiled disposable items in covered waste receptacles lined with disposable plastic bags. At the end of each day, the plastic bags are to be sealed and discarded. DO NOT REUSE.

E. Handwashing is the most important technique for preventing the spread of disease and should be done frequently. Proper handwashing requires the use of soap and water and vigorous washing under a stream of running water for at least 10 seconds. Rinse under running water. Use paper towels to thoroughly dry hands. THE FOLLOWING SITUATIONS REQUIRE HANDWASHING WHEN CARING FOR ALL CHILDREN REGARDLESS OF THEIR INFECTIOUS-DISEASE STATUS:

- 1) before drinking or eating;
- 2) before handling clean utensils or equipment;
- 3) before and after handling food;
- 4) before and after assisting or training the student in toileting and feeding;
- 5) after going to the bathroom;
- 6) after contact with body secretions, such as blood (including menstrual flow), urine, feces, mucus, saliva, semen, tears, drainage from wounds, etc;
- 7) after handling soiled diapers, menstrual pads, garments or equipment;
- 8) after caring for any students, especially those with nose, mouth, eye or ear discharge;
- 9) after removing disposable gloves; and
- 10) after removing lab coat or smock when leaving the work area.

F. All staff members should practice specific hygienic principles designed to protect themselves and others from infection. THE FOLLOWING PROCEDURES MUST BE USED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE:

- 1) Maintain optimum health through effective daily health practices such as adequate nutrition, rest, exercise and appropriate medical supervision.
- 2) If a caretaker has a cut or an open lesion on his/her hands, disposable gloves must always be worn when providing direct care for any students where there is contact with body excretions or secretions.
- 3) Avoid rubbing or touching eyes.
- 4) Refrain from kissing or being kissed by students.
- 5) Wash hands frequently.
- 6) Avoid the use of jewelry such as rings, dangling bracelets and earrings during working hours.
- 7) Use one's own personal care items such as combs, fingernail files, nail clippers, lipsticks and toothbrushes.
- 8) Keep fingernails clean and trimmed short.

II. Procedures For Cleaning up Body Fluid Spills (blood, feces, urine, semen, vaginal secretions, vomitus). THESE PROCEDURES SHOULD BE USED FOR EVERYONE REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS.

- A.** Wear disposable gloves. When disposable gloves are not available or unanticipated contact occurs, hands and other affected areas should be washed with soap and water immediately after contact.
- B.** Clean and disinfect all soiled hard, washable surfaces immediately, removing soil before applying a disinfectant.
- 1) Use paper towels or tissues to wipe up small soiled areas. After soil is removed, use clean paper towels and soap and water to clean area.
 - 2) Disinfect area with a dilution of 1:10 household bleach solution.
 - 3) Apply sanitary absorbent agent for larger soiled areas. After soil is absorbed, vacuum or sweep up all material.
 - 4) Disinfect area with a clean mop. (See Section V for selection of a disinfectant).
- C.** Clean equipment and dispose of all disposable materials.
- 1) Apply sanitary absorbent agent, let dry and vacuum.
 - 2) Apply rug shampoo (a germicidal detergent) with a brush and revacuum.

D. Clean equipment and dispose of all disposable materials.

- 1) Soiled tissue and flushable waste can be flushed in toilet. Discard paper towels, vacuum bag or sweepings in a waste receptacle lined with a plastic bag.
- 2) Rinse broom and dust pan in disinfectant solution.
- 3) Soak mop in disinfectant solution and rinse thoroughly or wash in hot-water cycle after soaking in disinfectant.
- 4) Disinfectant solution should be promptly disposed of down a drain.

E. Clothing and other nondisposable items (e.g., sheets, towels) soaked with body fluids should be rinsed and placed in a plastic bag to be sent home or laundered.

F. Remove disposable gloves and discard in waste receptacle.

G. Wash hands.

H. Plastic bags holding contaminated waste should be secured and disposed of daily.

III. Special procedures for early childhood, day care and special classroom settings. THESE PROCEDURES MUST BE USED FOR ALL STUDENTS REGARDLESS OF THEIR INFECTIOUS DISEASE STATUS:

A. Guidelines for Diapering

1) Purpose: To avoid cross-contamination when diapering.

2) Equipment

- (a) Changing table, or safe, firm, nonporous surface (clean and sanitized)
- (b) Readily accessible handwashing facility, including hot and cold running water, liquid soap in workable dispenser and disposable paper towels
- (c) Supplies for cleaning child's skin: disposable baby wipes, soap, water and cotton balls or soft tissue
- (d) Plastic bags for student's soiled clothing
- (e) Covered waste receptacle inaccessible to children lined with a disposable plastic bag for disposable diapers
- (f) The use of cloth diapers is discouraged. However, if cloth diapers are used, a covered receptacle lined with a disposable plastic bag should be used for each child. Soiled cloth diapers should be stored in an area inaccessible to the children.
- (g) Plastic bags with ties or masking tape for sealing disposable plastic bags at time of discard
- (h) Disposable plastic gloves (medium or large size, nonsterile) for use with diapers
- (i) Disinfectant for cleaning changing surface (see Section VI)

3) Procedure

- (a) Wash hands.
- (b) Place infant or toddler on clean changing surface.
- (c) Remove soiled diaper and place in appropriate receptacle.
- (d) If other clothing is soiled, remove, rinse and place it directly in a plastic bag that can be marked with child's name, secured and sent home at the end of the day.
- (e) Cleanse the perineum and buttocks thoroughly with disposable baby wipes or soap and water.
- (f) Rinse well and dry skin prior to applying clean diaper.
- (g) Wash student's hands.
- (h) Wash own hands.
- (i) Return infant or toddler to safe area while cleaning area and washing hands.
- (j) Wear disposable plastic gloves to rinse and wring out in toilet any cloth diaper soiled with feces.
- (k) After rinsing, place the cloth diaper in the appropriate receptacle.
- (l) Remove gloves and discard them in the appropriate receptacle.
- (m) Wash hands.
- (n) Report abnormal conditions to the appropriate personnel, school nurse or school administrator.
- (o) Use disinfectant to clean changing area and other contaminated surfaces (see Section V).
- (p) Chart diaper change.

B. Guidelines for Classroom Cleanliness

1) Purpose: To prevent the transmission of infectious disease.

2) Equipment

- (a) Lab coat or smock (large blouse or shirt to cover street clothes)
- (b) Covered waste receptacles with disposable plastic bags
- (c) Plastic bags that can be labeled and sealed for individual's soiled laundry
- (d) Disposable plastic gloves (medium or large size, nonsterile) if needed
- (e) Disinfectant (see Section V)
- (f) Handwashing facility, including hot and cold running water, liquid soap in workable dispenser and disposable paper towels
- (g) Washer and dryer if disposable linens are not available
- (h) Dishwasher (if disposable eating utensils are not available)

3) Procedure

(a) Wash hands.

(b) If a lab coat or smock is worn:

1. Use a clean garment each day.

2. Always hang the garment right side out when leaving the work area for breaks or lunch.

(c) If there are open cuts, abrasions or seeping lesions on hands, wear disposable plastic gloves.

1. Use a new pair of gloves in each situation in which handwashing is indicated.

2. Discard used gloves in plastic bag in covered waste receptacle.

(d) Store and handle clean clothing and linens separately from soiled clothing and linens.

1. Immediately place each child's soiled clothing linens in an individually labeled plastic bag, which is to be sealed and sent home at the end of the day.

2. Immediately place all soiled school linens in a plastic bag in a covered waste receptacle. Launder linens daily.

C. Techniques for storing, cleaning and disposing of classroom equipment, supplies and other items. THESE PROCEDURES SHOULD BE USED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE:

1) Immediately after use, discard any soiled disposable items by placing them in a plastic bag in a covered waste receptacle.

2) Store each child's personal grooming items (combs, brushes, toothbrushes) separately.

3) In handling disposable diapers, at least once a day, seal and discard the disposable plastic bag used to line the covered receptacle.

4) When laundry facilities are available at school, launder diapers, sheets or other cloth items soiled in the school setting daily.

(a) Launder diapers or other items soaked with body fluids separately.

(b) Presoak heavily soiled items,

(c) Follow the manufacturer's directions on the label to determine the amount of detergent to be added.

(d) If the material is colorfast, add 1/2 cup of household bleach to the wash cycle.

(e) If the material is not colorfast, add 1/2 cup nonsodium hypochlorite bleach (e.g., Chlorox II Borateam, etc.) to wash cycle.

(f) Use hot cycle on washer and dryer.

5) Seal and discard the soiled plastic bag used to line the covered waste receptacle at least once a day.

6) Establish a routine cleaning and disinfecting schedule.

- (a) Clean protective floor pads, bolsters, wedges and so forth after each nonambulatory student has been removed at the end of each day.
- (b) Disinfect all toys with the bleach solution as needed and at the end of each day.
- (c) Clean all equipment at the end of each day.
- (d) If a rug or carpet becomes soiled, clean it immediately (as described in Section II. C.).
- (e) Clean changing surface, bathtubs, sinks, portable potties and toilet seats after each use. Rinse with clear water and wipe dry.

IV. Guidelines for Maintaining a Clean School Environment

A. Clean the following areas and items daily:

- 1) Classroom, bathrooms, and kitchen
- 2) Floors
- 3) Sinks and faucet handles
- 4) Cabinet and drawer handles
- 5) Door knobs
- 6) Soap dispenser spigots and/or bar soap containers
- 7) Walls behind sinks
- 8) Toilets

B. Vacuum carpets daily. If a rug or carpet is soiled, it should be disinfected immediately.

C. Clean waste receptacles at least weekly.

D. Empty soap dispensers, wash and air dry monthly.

E. Steam clean carpets quarterly.

F. If heavy nondisposable gloves are worn when a disinfectant is being used, they must be washed and air-dried after each use. They must be stored in the room of use in the area reserved for soiled articles.

G. Techniques for handling food and utensils. THESE PROCEDURES SHOULD BE FOLLOWED REGARDLESS OF THE PRESENCE OF ANYONE KNOWN TO HAVE AN INFECTIOUS DISEASE.

- 1) Maintain a clean area of the kitchen for serving food.
- 2) Maintain a separate area of the kitchen for cleanup.
- 3) All leftover food, dishes and utensils should be treated as if they are contaminated.
- 4) Scrape food from soiled dishes and/or place disposable dishes in plastic-lined, covered waste receptacle.
- 5) Pour liquids into sink drain.
- 6) Wash dishes and utensils with warm, soapy water then dip in bleach solution before placing them in the dishwasher.
- 7) Clean sinks, countertops, tables, chairs, trays and any other areas where foods or liquids have been discarded or spilled; use approved disinfectant (see Section V).
- 8) Wash hands prior to removing clean dishes from the dishwasher and storing them in a "clean" area of the kitchen.

V. Selecting an Appropriate Disinfectant

- A. Any liquid or bar soap is acceptable for routine handwashing.
 - B. Select and stock a sanitary absorbent agent for cleaning body fluid spills.
 - C. Select an intermediate-level disinfectant which will kill vegetative bacteria, fungi, tubercle bacillus and virus. Aerosol sprays are not recommended because of possible inhalant problems and flammability.
- 1) Select an agent that is registered by the U.S. Environmental Protection Agency (EPA) for use as a disinfectant in schools.
 - 2) Select an agent that belongs to one of the following classes of disinfectants:
 - (a) Ethyl or isopropyl alcohol (70-90 percent)
 - (b) Quaternary ammonium germicidal detergent solution (2 percent aqueous solution)
 - (c) Iodophor germicidal detergent (500 ppm available iodine)
 - (d) Phenolic germicidal detergent solution (1 percent aqueous solution)
 - (e) Sodium hypochlorite (1:10 dilution of household bleach)
 - 3) Use all products according to the manufacturer's instructions.
 - 4) Store all disinfectants in a safe area inaccessible to students.

SITUATIONS REQUIRING HANDWASHING

- * In preparation for working with the children.
- * Before eating or drinking.
- * Before handling clean utensils or equipment.
- * Before and after assisting or training the children in toileting and feeding.
- * After going to the toilet.
- * After contact with body secretions. (blood, urine, feces, mucus, saliva, tears, drainage from wounds.)
- * After handling soiled diapers, clothing or equipment.
- * After caring for any child with nose, mouth, eye or ear drainage.
- * After removing disposable gloves.
- * When leaving clinical area.

TECHNIQUES FOR HANDLING FOOD AND UTENSILS

- * Maintain a clean area in the kitchen for serving food. (Cabinet island)
- * Maintain a separate area of the kitchen for clean-up. (Sink)
- * Treat all leftover food, dishes and utensils as if they are contaminated.
- * Scrape food from soiled dishes. Place disposable dishes in plastic-lined, covered waste receptacle.
- * Pour liquids into sink drain.
- * Rinse dishes and utensils with warm water and dip into disinfectant before placing them in the dishwasher.
- * Clean sinks, countertops, tables, chairs, trays and any other areas where foods or liquids have been discarded or spilled with approved disinfectant.
- * Wash hands prior to removing clean dishes from the dishwasher and storing them in a "clean" area of the kitchen.

DIAPERING PROCEDURE

IMPORTANT: * Wash hands before and after the procedure.

***NEVER TAKE HANDS OR EYES OFF CHILD
WHILE CHILD IS ON CHANGING AREA**

NOTE: Diapers will be checked every hour and the results will be charted on the child's daily record: Charting will be as follows: A – asleep, D – dry, W – wet, BM – bowel movement. (Always wash your hands after checking each child.)

1. Wash hands.
2. Assemble all equipment. (Clean diaper, plastic bag, gloves, wipes, etc.)
3. Place child on changing surface and put on gloves if desired.
4. Remove soiled diaper and place in appropriate receptacle.
5. If clothing is soiled, remove and place in a plastic bag to be sent home at the end of the day.
6. Clean the perineum and buttocks with baby wipes. Wipe from front to back.
7. Apply clean diaper.
8. Wash child's hands (may use baby wipes) and return the child to the class activity.
9. Disinfect and clean changing area and other contaminated surfaces.
10. Place any plastic bag with soiled clothing in the child's personal storage container.
11. Remove gloves, discard in the appropriate receptacle and wash hands.
12. Chart necessary information on child's daily record.

TODDLER/YOUNG CHILD SCHEDULE

DATE _____

CHILD'S NAME _____

MOTHER'S NAME _____

EATING SCHEDULE

TIME	ATE WELL	ATE POORLY	<u>SLEEP SCHEDULE</u>
Breakfast _____	_____	_____	Night from _____ to _____
Lunch _____	_____	_____	Nap from _____ to _____
Snack _____	_____	_____	

Comments _____

TOILET SCHEDULE

(D-dry, W-wet, U-used toilet, S-bowel movement in pants, BM-in toilet.)

8 _____, 9 _____, 10 _____, 11 _____, 12 _____, 1 _____, 2 _____, Other _____

<u>DISPOSITION</u>		<u>HEALTH</u>		<u>SUPPLIES</u>
HOME	CC/P	HOME	CC/P	
_____ / _____	Happy	_____ / _____	Cough/Runny nose	Clothes _____
_____ / _____	Fussy/Crying	_____ / _____	Fever	Pants _____
_____ / _____	Irritable	_____ / _____	Rash	Other _____
_____ / _____	Unusually quiet	_____ / _____	Cut/bruise	
_____ / _____	Unusually active	_____ / _____	Diarrhea	

GENERAL COMMENTS _____

INFANT SCHEDULE

DATE _____

CHILD'S NAME _____

MOTHER'S NAME _____

BOTTLE FEEDING

OUNCES	TIME	<u>FOOD</u>	<u>TIME</u>	<u>SLEEP SCHEDULE</u>
_____	_____	_____	_____	Night from _____ to _____
_____	_____	_____	_____	Nap from _____ to _____
_____	_____	_____	_____	Nap from _____ to _____
_____	_____	_____	_____	Nap from _____ to _____

Comments _____

DIAPER SCHEDULE (A-asleep, D-dry, W-wet, BM-Bowel Movement)

8 _____, 9 _____, 10 _____, 11 _____, 12 _____, 1 _____, 2 _____, Other _____

SUPPLIES FOR INFANT

	Home	CC/P	<u>DISPOSITION</u>	Home	CC/P	<u>HEALTH</u>
Formula _____	_____	_____	Happy	_____	_____	Cough/runny nose
Food _____	_____	_____	Fussy/crying	_____	_____	Fever
Change of clothes _____	_____	_____	Irritable	_____	_____	Rash
_____	_____	_____	Unusually Quiet	_____	_____	Cut/bruise
Other _____	_____	_____	Unusually active	_____	_____	Diarrhea

GENERAL COMMENTS _____

Child Care / Parenting Center

Daily (Classroom) Evaluation

Date: _____

Name: _____ Period: _____

A. Report to class on time with paper, pencil, and book	1	2
B. Completed classroom assignments, accurately & on time	1	2
C. Completed homework assignments accurately & on time	1	2
D. Participated in classroom discussions	1	2

Comments: _____

Child Care / Parenting Center

Daily Evaluation

Date: _____

Name: _____ Period: _____

A. Personal Appearance	1	2
B. Used correct sanitation procedures	1	2
C. Used correct charting procedures	1	2
D. Performed assigned jobs	1	2

Comments: _____

Child Care/Parenting Center
Fayetteville High School – West Campus
Check List

STUDENT'S NAME: _____

ADDRESS: _____

PHONE NUMBER: _____

CHILD'S NAME: _____

CHILD'S BIRTHDATE: _____

- _____ Pupil Enrollment
- _____ Standard Health Examination Record
- _____ West Campus Information Sheet
- _____ Bad Weather Permission Sheet
- _____ Persons Authorized to Take Child From Center
- _____ Child Care Waiting List Application Form
- _____ Class Schedule
- _____ School Lunch Form (for parent)
- _____ Child Care Nutrition Form for baby
- _____ Release for Publication (one for parent/one for baby)
- _____ Signed Contract Child Care Services

FAYETTEVILLE PUBLIC SCHOOLS
Fayetteville, Arkansas

PUPIL ENROLLMENT

School _____

Grade _____

Date _____

For School Use
Verified by:

Name _____
(Legal Last Name) (First) (Middle)

Address _____

Phone No. _____ Date of Birth: Month _____ Day _____ Year _____

Birth Certificate No. _____ State of Birth _____ Sex _____ Race _____

Are both parents living? _____ Is child living with both parents? _____

If not: Are parents separated? _____ Divorced? _____ Is father remarried? _____

Is mother remarried? _____ Church preference _____

With permission from principal, access to students by parents during school hours is permitted unless legal documents restricting access are on file in the principal's office.

GIVE INFORMATION ABOUT PERSONS WITH WHOM CHILD IS LIVING IN ITEMS BELOW

Father's name _____ Birth Year _____

Father's occupation _____

Father's place of employment _____ Phone No. _____

Father's schooling: Elementary _____ High School _____ College _____

Mother's name _____ Birth Year _____

Mother's occupation _____

Mother's place of employment _____ Phone No. _____

Mother's schooling: Elementary _____ High School _____ College _____

Name and birth dates of all others who are residing in household

Name	Birth Date	Relation	Name	Birth Date	Relation
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

List schools previously attended

Grade	Name of School	Address	Date
Nursery School	_____	_____	_____
Kindergarten	_____	_____	_____
1st Grade	_____	_____	_____
2nd Grade	_____	_____	_____
3rd Grade	_____	_____	_____
4th Grade	_____	_____	_____
5th Grade	_____	_____	_____
6th Grade	_____	_____	_____

STANDARD HEALTH EXAMINATION RECORD

In accordance with Act 244 of the General Assembly of the State of Arkansas 1967, amended by Act 633 of 1972, all children regardless of grade, must show evidence of three doses of diphtheria/tetanus/pertussis (DPT), or tetanus/diphtheria (TD), three doses of oral polio (OPV), and a single dose each of measles and rubella vaccine. These must be evidence by a certificate of a licensed physician or a public health department, acknowledging same.

Diphtheria/Tetanus/Pertussis (PT) _____

Oral Polio (OPV) _____

Measles, Rubeola (RED) _____

Rubella (German measles) _____

Others _____ Others _____

Others _____ Others _____

PHYSICAL EXAMINATION

Date of Examination _____

Height _____ Weight _____ B.P. _____ Appearance, Nutrition _____

Eyes _____
without glasses R20/ L20/ with glasses R20/ L20/

HEENT:

CHEST:

HEART:

ABDOMEN:

GENITALIA:

RECTAL:

EXTREMITIES:

NEUROLOGICAL:

LAB: UA _____
WBC _____
HB _____

This person is in satisfactory condition and may engage in all usual activities except as noted

Street _____ City _____ State _____ Zip _____ M.D.
5141 ES f

FAYETTEVILLE PUBLIC SCHOOLS
STANDARD HEALTH EXAMINATION RECORD

SCHOOL _____ DATE _____

STUDENT _____ PARENT OR GUARDIAN _____

ADDRESS _____ PHONE NO. _____

DATE OF BIRTH _____ AGE _____ SEX _____

NAME, ADDRESS & PHONE number of person to notify in case of an emergency _____

Family Doctor _____ Family Dentist _____

HEALTH HISTORY (Check)

DISEASES		ALLERGIES		CHRONIC OR RECURRING ILLNESS	
Chicken pox	_____	Hay Fever	_____	Ear Infections	_____
Measles (Red)	_____	Asthma	_____	Heart Disease	_____
German Measles	_____	Drugs	_____	Convulsions	_____
(Rubella)	_____	Insect Stings	_____	Diabetes	_____
Mumps	_____	Ivy, Oak, Etc.	_____	Behavior	_____
		Food	_____	Other	_____

Other diseases or medical conditions: _____

Hospitalization, operations or serious injuries (dates) : _____

Other health information which might be helpful to the school: _____

I understand that the school will attempt to reach me in an emergency health situation involving this student and will take whatever emergency action is deemed necessary.

Signature of Parent or Guardian

WEST CAMPUS CHILD CARE PARENTING CENTER
Information Sheet

Date: _____

Child's Name _____
Last First Middle Nickname

Birthdate _____ Birthplace _____

Age _____ Social Security No. _____

Mother's Social Security No. _____

Father's Social Security No. _____

FAMILY DATA:

Father's Name _____ Age _____

Address _____ Phone _____

Student _____ School _____ Phone _____

Employer _____ Phone _____

Mother's Name _____ Age _____

Address _____ Phone _____

Student _____ School _____ Phone _____

Employer _____ Phone _____

Marital Status: (Check One)

Married _____ Single _____ Divorced _____ Other _____

Other siblings: Number _____ Ages _____

Who should we contact in case of emergency if parents cannot be reached?

Name _____ Relationship _____

Address _____ Phone _____

Is there any unusual circumstances in the family situation which you believe might influence your child's behavior? If yes, please explain: _____

If parents are not living together, what are the custody/visiting arrangements? _____

SOCIAL DATA:

Who has cared for the child other than his parents? (State whether adult or teenager) _____

Has child had group play experience? _____ Where? _____

Has your child had the experience of being cared for by adults other than members of your family?
Please describe. _____

What is your accustomed mode of reassuring and rewarding your child? _____

DEVELOPMENT HISTORY:

Type of birth: Normal _____ Premature _____ (If so, how many weeks _____).

Any Complications: _____

Birth Weight _____ Length _____ Head Circumference _____

GENERAL INFORMATION:

Does your child have any emotional disturbances or physical handicaps? _____

Age child began sitting _____ Crawling _____

Walking _____

Is your child a good climber? _____ Does your child fall easily? _____

Age child began talking _____ Does child speak in words? _____ or sentences? _____

Does child have difficulty in speaking? _____

Does child dress own self? _____ Undress self? _____

What time does child usually eat? _____

Breakfast _____ Lunch _____ Dinner _____

Does you child feed himself? _____

What time does your child go to bed at night? _____ Awaken? _____

Does the child take naps? _____ From _____ To _____

By what method does your child go to sleep? _____

Are there any problems connected with sleeping? _____

What are the child's favorite indoor play activities? _____

What is your child's favorite toy? _____ Pet? _____

Book? _____ Person? _____

Security Item? _____

Does your child have any particular habits or mannerisms such as thumbsucking? nailbiting? Please describe. _____

Does your child have any particular fears, such as dogs, or sirens? Does he have nightmares? Please describe. _____

In general, how does your child react to anxiety or stressful situations? Does he cry, withdraw, throw tantrums? _____

Has your child ever had an allergic reaction to anything other than food, such as medication, insect bites, stings, etc.? (This should also be noted on the Medical Report.) _____

How well do you anticipate your child will adjust to our child care program? _____

EATING:

What are the child's favorite foods? _____

What foods are refused? _____

Is your child allergic to certain foods? (Food allergies should also be noted on the medical report.) If so, please list: _____

Does your child feed her/himself? _____

If so, does s/he use fingers _____ spoon _____ fork _____

How frequently does your child have between meal snacks? _____

If your child is on formula, baby food, or on a special diet, please describe the type of diet and the pattern of eating in the course of one day. _____

Does your child relate well to other children? Does he/she seek friendships: or is he/she a loner?
How does your child relate to adults: _____

If your child is bottle-fed, how is s/he held for feeding? _____

BEHAVIOR:

What method of behavior control is used in your home? _____

What is your child's usual reaction? _____

How would you describe your child's personality? _____

Please describe an ordinary day in the life of your child, from his/her rising in the morning to going to bed at night. (Use back of page as necessary) _____

TOILET HABITS:

If your child is in diapers, approximately how long does he/she stay dry? _____

If there is anything unusual about your child's bowel movements (frequent, loose, etc.) please describe: _____

Can the child be relied upon to indicate a desire for "toileting"? _____

If so, at approximately what age did your child become toilet trained for urine? _____
Bowels? _____

Does your child normally stay dry during naps? _____

What word is used for urination? _____ for bowel movements? _____

If a male child, does your child prefer to stand or sit to urinate? _____

Are there any irregularities or problems connected with elimination? _____

Is there anything else you think we need to know about your child? _____

Fayetteville Public Schools
Fayetteville, Arkansas

Dear Parents,

When it becomes necessary to dismiss school before regular dismissal time because of bad weather, we are anxious to get children home safely as soon as possible. Many times telephone conversation is impossible, phone lines may be overloaded or we may be talking with the bus garage or other school offices.

In order for us to know what you wish for your child to do, please fill out this form and return to school.

Child's Name _____ Date _____

Teacher's Name _____ Room No. _____

PLEASE CIRCLE APPROPRIATE STATEMENTS

BUS STUDENT:

1. Ride bus
2. Other (specify

OTHER STUDENTS:

1. Allow my child to walk or drive home as soon as school is dismissed.
2. Keep my child until I pick him up or until regular dismissal time.
He may also be picked up by:

I UNDERSTAND THAT THIS WILL BE IN EFFECT FOR THE REMAINDER OF THE SCHOOL YEAR.

Parent or Guardian

Phone

**PERSON AUTHORIZED TO TAKE CHILD FROM
CHILD CARE/PARENTING CENTER FACILITY**

NAME

RELATIONSHIP

AUTHORIZATION FOR EMERGENCY MEDICAL CARE

I understand that I will be notified at once in case of accident or illness to my child, and I will make arrangements for medical care for my child with physician or hospital of my choice.

If I cannot be reached to make necessary arrangements, or in a critical emergency requiring medical care, I hereby authorize Child Care/Parenting Center to contact Dr. _____
(Provider)

(Address)

(Phone)

or Emergency Medical Services for transportation and emergency treatment of my child.

AGREEMENTS

1. The provider and I have agreed on a plan for continuing communication regarding my child's development, behavior, etc.
2. When my child is ill it is understood and agreed that s/he will not be accepted into the child care facility.
3. I have been informed of this facility's policies pertaining to the admission, care and discharge of children.
4. I have been informed that a copy of Licensing Rules for Child Care Centers in Arkansas is available at this facility for review.

Date

(Parent or Legal Guardian Signature)

CHILD CARE WAITING LIST APPLICATION FORM

DATE OF APPLICATION _____

CHILD'S NAME _____

CHILD'S AGE _____ DATE OF BIRTH _____

PARENT'S NAME _____

GRADE _____

SCHOOL: EAST _____ WEST _____ AREA _____

COUNSELOR: BOWLIN _____ BRINKLEY _____ DETMER _____

GUYTON _____ HARDGRAVE _____

AREA SCHOOL COUNSELOR _____

Name _____

PARENT'S ADDRESS _____

PARENT'S PHONE NUMBER _____

***** FOR OFFICE USE ONLY *****

CONTACT MADE ON THIS DATE _____

PERSON MAKING CONTACT FROM WEST CAMPUS _____

CONTACT WAS MADE BY: PHONE, LETTER, OR IN PERSON

DATE PROCESSED _____

WEST CAMPUS TECHNICAL CENTER
CHILD CARE/PARENTING CENTER
RELEASE FOR PUBLICATION

Release for publication must be on file for everyone in photograph.

I freely grant consent to West Campus Child Care/Parenting Center, to photograph me and to use the photos for publicizing activities of the Child Care/Parenting Center, without payment to me.

SUBJECT'S SIGNATURE _____

DATE _____

PARENT'S (or guardian's) SIGNATURE _____

DATE _____

Note: This is an example of a sample letter soliciting support and funding for the program.

Dear _____,

The Child Care/Parenting Center is designed as a drop-out prevention program for teen parents. In order to keep teen parents and parents-to-be in school, the center was designed to care for their children. The Child Care Center is supervised by a registered nurse and staffed by a child care aide. The facility is licensed by the state to serve ten children from age six weeks to three years.

In addition to the Child Care Center, we have an intensive training program for teen parents and parents-to-be. Each morning the high school parents and parents-to-be are required to attend a parenting class. The class provides information on basic procedures for caring for children. Students are instructed in the basic principles for discipline and guidance of their children. Information is presented to the parents on basic survival skills. The parenting class also provides a time for parents to share their experiences. This time helps the parents learn from each other. It is surprising to see how the teen parents share information, resources, and baby clothes with each other. Examples of the teen parents helping each other is when they babysit for each other, share food, and help with transportation.

The third part of the Child Care/Parenting Center is child care training for high school students. There are over one hundred high school students involved in child care training. Students spend time in classroom training for one week, and then spend one week working in the Child Care Center. Community child care directors have been extremely interested in hiring our students when they graduate. At the present time we have seven students working in child care centers now.

One advantage of our program is that high school students have the opportunity to see how difficult it really is to care for a baby. They find out what it is like to feed babies and change diapers. Many of them have classes with teen mothers, and they witness their problems first hand. We can't stop teen pregnancy because of all the different reasons teens get pregnant, but we really believe that our students in child care training are less likely to get pregnant because they learn what a responsibility it is to be a parent.

The community support has been overwhelming. The newspaper and television stations have been instrumental in helping spread information about the program. This week one television station called to see if we could allow them to raise money for additional beds. The Methodist, Baptist, and Episcopal churches are working with us. The Bank of Fayetteville is helping us through the adopt-a-school program. The Arkansas Association of University Women has provided daily volunteer help. The Springdale Jaycees held a basketball tournament to raise money for us. They also started a transportation project to help the teen parents. The University of Arkansas has provided expert guidance and practicum students. Levi - Strauss has provided the Child Care/Parenting Center with playground equipment.

The Job Training Partnership Act has provided funding for the child care aide and secretary as well as funds to pay teen parents and at-risk economically eligible students to work in the Child Care Center. The Standard Register Company has recently agreed to help with our program. We are really lucky to have been so well accepted by the community, especially when our Little Rock Funding was cut so drastically this year.

After this brief summary of our Child Care/Parenting Program, I wanted to explain to you about our specific needs. We are sending students away because we have already met our licensing requirement of 10 students. We are licensed for ten babies in the Child Care Center, but we have nine babies on the waiting list to enroll. Requests from area schools are already being made for next year. It is impossible for us to add to the child care enrollment unless we get more space and additional staff members.

We also need to ask for help with supplies like diapers and food. Most of our mothers really have to be careful with money. Infact, we just enrolled a mother and baby who have not had enough to eat. Yesterday when breakfast was served, the child started to grab the food with both hands. Today we fixed a huge breakfast, and the child just ate and ate. We sent home a food stamp application with the mother so she can begin the process to get help. We also sent some of our milk, peanut butter, sandwich meat and bread home with her. The needs of the teen parents are so complex. Many do not have a place to live. They do not have transportation, and many just don't know how to get help from human services.

Everyday we have challenges and miracles. We have heard so many heartbreaking stories, and we have been able to counsel the teen parents through some major problems. That's why we get a chance to witness lots of miracles.

The Child Care/Parenting Program has been more successful than everyone expected. We are really committed to finding a way to expand the center and meet the needs of more teen parents. When you believe strongly in a program that benefits teen parents, teen parents-to-be, high school students, and especially the babies; it becomes a part of your life. We have had 15 teen mothers and fathers graduate this year. We have four more planning to graduate in June.

I would love to have you come by and visit the Child Care/Parenting Center. We are located behind the Highway 62 Walmart Store at West Campus. The center is housed in three classrooms at the back of the Printing Building. Feel free to drop in anytime from 8:00 – 3:00 to watch the program in action. Call me at 444-3063 if you need additional information.

Sincerely,

Dr. Phyllis McGinty
Teacher/Coordinator
Child Care/Parenting Center
Fayetteville West Campus

Enclosures

Note: Send pamphlets and zerox copies of newspaper articles.

COMMUNITY SUPPORT

American Heart Association

Grant Idea to other kids – \$500

Bank of Fayetteville

\$500 for rug and stroller

\$1,000 donation of diapers and formula

\$250 donation

\$350 donation for video at open channel

Methodist Church

3 groups + 1 Sunday School Class – \$150

AAUW

Daily volunteers for Child Care/Parenting Center

First Baptist Church – (Youth group)

Birthday parties for infants and toddlers and Christmas party for the teen parents

Kappa Delta Sorority

\$150 donation

State Project on St. Patricks Day – \$1,000 donation

Springdale Jaycees

Trans. Project Kids w/Kids Tournament

Foundation

Bank

Fire Department

Donation of toys, clothing and room decorations

Adopt-a-Mom Program

Community Volunteers

Sue Gohn

Clothing Program, Exchange Store

State Nurses Association

Altrusa, Exchange Club

Levi Strauss

Local & National Level

\$3,900 playground equipment

Wal-Mart

College

Washington Regional

Donated CPR,

Support Group – Joanna Hussey, Allison-RN Nurse Educator

Autumnfest

\$1,000 donation

Tysons

\$500 donation

Sam's Wholesale

highchairs, play yards, diapers, and strollers

Standard Register Company

Christmas Shopping trip for teen parents – \$100

Human Services (Food)

Food donation

\$200 shopping trip to one teen parent

University of Arkansas

Social Welfare Dept. sends volunteers

Education Dept. sends changing schools students

Episcopal Church

Clothing for children and teen parents

\$100 donation

Christian Women

\$200 donation

The Llama Company

\$2,500 donation – 1989-90 school year

\$2,500 donation – 1990-91 school year

Mrs. England

\$20

Mrs. Jack Budd

\$20

Mrs. Jack Krie

\$25

IBM

\$150

Food and weekly volunteer

Preceptor Zeta of Beta Sigma Phi

Regina Gabel

Easter Basket of supplies for Child Care/Parenting Center

First National Bank

Christmas party for teen parents and children, Christmas gifts,
Christmas tree for Child Care/Parenting Center

The United Methodist Church, Little Rock

\$500 grant

Sequoyah Kiwanis Club

\$250

Chapter II

Educational Materials for Child Care Classes and Parenting Classes

\$8,000

Teacher Recognition

Education Materials for Parenting Class Teen Panel Travel & Expenses money to present panel
discussion to area schools

\$1,000

K-Mart

1991 Various childrens items, clothes – infant/toddler toys, bibs etc.

Anonymous Donations

\$3,000

Thank You



from

*West Campus
Occupational Child Care/Parenting*

RESOURCE LIST

LAKESHORE LEARNING MATERIALS

2695 E. Dominguez Street
P.O. Box 6261
Carson, California 90749
1-800-421-5354

ENVIRONMENTS

P.O. Box 1343
Beaufort Industrial Park
Beaufort, S.C. 29901-1348
1-800-EI-CHILD

NASCO

901 Janesville Ave.
Fort Atkinson, Wisconsin
1-800-558-9595

SCHOOL SPECIALTY SUPPLY, INC.

P.O. Box 1547
Salina, Kansas 67402-1547
1-800-255-0004

BUILDING BLOCKS

38W567 Brindlewood
Elgin, Illinois 60123

ACOG DISTRIBUTION CENTER

409 12th Street, SW
Washington, DC 20024

COMMUNITY PLAYTHINGS

Rt. 213
Rifton, NY 12471
914-658-3141

"Getting Started in the Child Care Business"

Sharon Kimery
The Arkansas Vocational Curriculum Dissemination Center
The University of Arkansas
115 Graduate Building
Fayetteville, Arkansas 72701
1-800-632-8754

"Minimum Licensing Requirements for Child Care Centers"
Available from your local county licensing director at
the Department of Human Services

Kathy Stegall
Coordinator
Arkansas Department of Human Services
Division of Children and Family Services
626 Donaghey Plaza South
P.O. Box 1437
Little Rock, Arkansas 72203-1437

National Association for the
Education of Young Children
(NAEYC)
1834 Connecticut
Avenue, NW
Washington, DC 20009-5786
1-800-424-2460 or 202-232-8777

AVCDC Curriculum Center
University of Arkansas
Graduate Education Bldg., Room 100
Fayetteville, Arkansas 72701

Children's Defense Fund
122 C Street N.W.
Washington, DC 20001

Children's Welfare League of America, Inc.
440 First Street, NW, Suite 310
Washington, DC 20001-2085

Hector Sanchez
Educator Program Specialist
Head Start Bureau
P.O. Box 1182
Washington, DC 20013
202-245-0420

Daycare and Child Development
1401K. Street N.W.
Washington, D.C. 20005

Child Development Associate
1718 Connecticut
Avenue, NW
5th Floor
Washington, DC 20009

Child Care Employee Project
6536 Telegraph
Avenue, Suit A-201
Oakland, Ca 94609
415-653-9889

Children's Defense Fund
122 C Street NW
Washington, DC 20001
202-628-8787

Child Welfare League of America
67 Irving Place
New York, New York 10003

U.S. Department of Health Education Welfare
Office of Child Development
P.O. Box 1182
Washington, DC 20013

Centers for Disease Control
Atlanta, Georgia 30333

Deborah Bryant, M.D.
Acting Director
Division of Maternal & Child Health
State Health Department of Arkansas
4815 W. Markham
Little Rock, Arkansas 72201

TEXTBOOKS:

Caring for the Developing Child - book and workbook
Patricia E. Marhoefer and Lisa A. Vadnais
Delmar Publishers, Inc.

Parenting and Teaching Young Children
Verna Hildebrand, Ph. D.
McGraw - Hill Publisher

EQUIPMENT FOR INFANT AND TODDLER ROOM

INFANT ROOM

Changing Table
Cribs
Mobiles
Adult Rocking Chairs
Sink with running water
Playpens
Bathroom
Potty chairs
Child size sink
Infant Toys
Baby Swing
Paper Towel Dispenser
Infant Strollers

ADULT KITCHEN

Refrigerator
Counter Sinks
Oven & Stove
Microwave
Counter Surface
Dishwasher

BATHROOM

Sink with running water
Toilet
Paper Towel Dispenser

TODDLER ROOM

High Chairs
Cubbies
Toddler Table & Chairs
Adult Rocking Chair
Easel
Play Materials
Children's Books

*Storage Room for supplies and equipment

*NOTE: The crib we use is pictured above.

Order from:

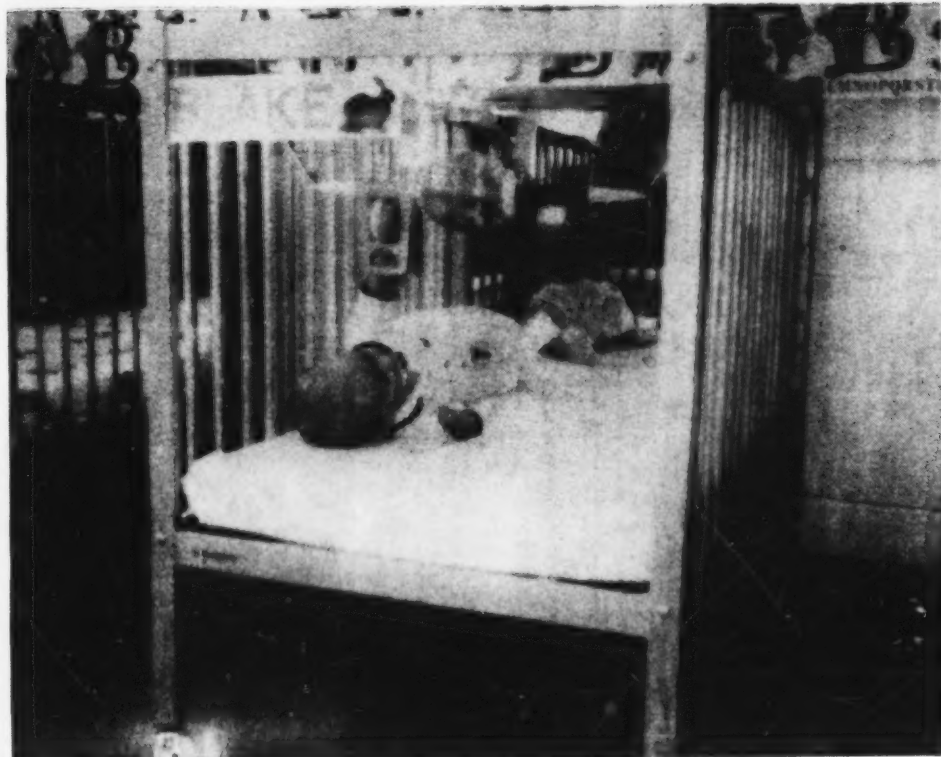
ENVIRONMENTS

P.O. 1348

Beaufort Industrial Park

Beaufort, S.C. 29901-1348

1-800-EI-CHILD



Teen parents participating in the program will have quality child care provided while attending academic and/or vocational classes. Opportunities for participation in non-traditional vocational shop classes is provided. Teen parents with children in the child care/parenting program receive parenting education, counseling, and transportation, as needed.

All teen parents and parents-to-be in the two junior highs, Uptown, East and West Campus will be encouraged to participate in the Fayetteville West Campus Occupational Child Care/Parenting Program. The program is available to all students from the following participating area schools: Springdale, West Fork, Prairie Grove, Bentonville, Siloam Springs, Lincoln, Winslow, Farmington, Gentry, Atkins, Rogers and Greenland, Decatur, Fayetteville, Pea Ridge.



For additional information
on the
West Campus
Occupational Child Care/Parenting Program
contact
John Davidson or Phyllis McGinty
Child Care/Parenting Center 444-3063
West Campus Technical Center 444-3058



Children are the world's greatest resource. The future depends on them. What better reason could there be for devoting yourself to making life better for children?

Occupational Child Care/Parenting Project

West Campus Technical Center

2350 Old Farmington Road
Fayetteville, Arkansas 72701



Occupational Child Care/Parenting

The Occupational Child Care/Parenting Project is funded through the Program Improvement Division of the State Department of Education, Vocational and Technical Division.

The main objective of the Child Care/Parenting Project is to focus on dropout prevention for at-risk teen parents and parents-to-be. In addition, the project offers quality parenting instruction to parents-to-be as well as teen parents with children enrolled in the licensed child care center. The project also serves as a vocational shop class training high school students for a career in child care.

The Child Care Center is supervised by Mrs. Sandra Jenkins, a registered nurse. The center is also staffed with a child care teacher aide, and other community volunteers.



By providing child care, it is expected that teen parents and parents-to-be will be able to continue their education and obtain a high school diploma as well as marketable skills. The project has five specific goals:

1. to develop a child care facility at West Campus for young mothers and their children so parents may participate in vocational and educational programs,
2. to develop and provide opportunities for these students to learn marketable skills so they may support themselves and their families,
3. to provide vocational training opportunities for these young mothers in nontraditional careers,
4. to provide support services which would include counseling, parent education and transportation, and
5. to develop and expand vocational education programs to include activities which will meet student's and society's needs by training future child care workers.

BEST COPY AVAILABLE

The Occupational Child Care Class teaches wage earning, parenting, and human relations skills as well as assisting students who may lack higher academic skills and are at risk for dropping out. The class includes information on employment skills, planning and management of a child care program and child care facility, guiding children's behavior, caring for children with special needs, and pre-employment laboratory experience.



Parenting classes are provided for parents-to-be and teen parents with children enrolled in the child care center. Students study the principles of child development while learning appropriate child rearing techniques. The expected results will be the prevention of maladaptive child rearing methods as well as preventing child abuse and neglect of children. The primary objective of the parenting education class will be to strengthen young parents' confidence and skills while parenting their own children.

Help for teen mothers at West Campus

New day care center offers assistance



A young mother with her baby at FHS West Campus day care center.

By DEBORAH ROBINSON

Children and mothers are an everyday part of a new program at the Fayetteville Community Center. Designed to help young mothers stay in school, the program is also helping other teens about the future of parenthood.

Heidi McInty, director of the Fayetteville Community Center at West Campus, said the program is designed to help young mothers stay in school and avoid the risk of dropping out of school.

The first program, just one year old, is expected to be expanded to include more young mothers and more people in the community.

Another successful element has been the reaction from the young

West Arkansas Economic Development District. McInty says the project will grow and better serve the needs of teen parents trying to complete their education.

JTPA, she said, will pay part of the center's operating expenses, including salaries for a part-time secretary and a full-time teacher's aid. In addition, she said, it will help with supplies and transportation and food and office supplies.

Other funding are program improvement funds, the single parent business and set equity funds, and generous donations of money and other assistance from the community.

This is a perfect job for a teacher, says McInty, who teaches a parenting class at the center. You teach it and you talk about it and you see it happen. Then you see the benefits to the little children.

Jack Mathis, principal of West Campus, said he is not aware of any program exactly like this in the area. This is beginning to take place in Arkansas, he believes.

He said the idea for the local program came about when school officials began looking at ways they could help five young mothers attending a private school finish their education.

The Arkansas Board of Education was contacted concerning the matter, and the board proposed a program that would provide child care on school days.

He said once it was decided that a program should be started, a committee of three got together and wrote a grant application to obtain a three-year funding source for the program. When the funds came, McInty and Sandra Jenkins, a registered nurse, were hired to get the program off the ground. During the spring, one semester the center opened its doors.

A few groups, since that time, the program has been successful in attracting civic groups and others in the community who wanted to help. It has worked beyond my wildest dreams, Mathis said of the community support.

Another successful element has been the reaction from the young



Sandra Jenkins, center, a registered nurse at the FHS West Campus center, enjoys some games with mothers and their youngsters in the center's play area.

Living on their own often tough for young mothers

By DEBORAH ROBINSON

Living on their own can be a tough task, but for teen mothers, the pressure is even greater. The pressure of being a young mother and taking on the responsibility for another person's life is a problem many parents often face.

For a young mother, the pressure is even greater. The pressure of being a young mother and taking on the responsibility for another person's life is a problem many parents often face.

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For a young mother, the pressure is even greater. The pressure of being a young mother and taking on the responsibility for another person's life is a problem many parents often face.



A young mother works on scheduling for nursery school activities planned for toddlers at the day care center.

Just about all my friends plan to have babies, so they come over and help me take care of it. One mother said, Another mother, however, said, Mine all left me. They wouldn't have anything to do with it.

If I get housing, it's going to be a secret from my parents for six months. Tell someone and get help.

Don't get pregnant, advises Annette, who graduated from high school in May and was one of the first mothers in the day care program. It's too much trouble. Sometimes you have to drop out of school. There's a lot of pressure.

If a group needs a special project, we're ready to be adopted, McInty said. It's someone who adopts a mother. McInty said the teen mothers can use donations of time as well as food and clothing. For more information, about the center, call 442-6102.



Teaching of parenting skills is among the many vital benefits of the center, now in its second year.

Northwest Arkansas Times

The Public Interest Is The First Concern Of This Newspaper

Volume 123—November 20, 1989

28 Pages—71¢

FAYETTEVILLE

Saturday
JUNE 3, 1989

Arkansas First Lady speaks at FHS ceremony

Child care crucial, says Hillary Clinton

By DON TROOP

Times Staff Writer

Arkansas First Lady Hillary Clinton said Friday that the United States spends less money on child care services than any of its industrial competitors.

"If we don't support our young women in need, it's not just the individual babies or their families that will pay the price," Clinton warned. "We'll all pay the price."

Clinton made her remarks at a ribbon-cutting ceremony and dedication program for the Fayetteville High School West Campus Occupational Child Care Parenting Project. Officially opened at the beginning

of the 1989 spring semester, the program has three distinct aims:

- To provide day-care services for teenage mothers so that they can continue their education.
- To teach child-care skills to mothers so that their children will receive proper care.
- To teach child-care skills to other students so that they may pursue careers in that field.

Prior to the dedication ceremony, Clinton toured the facility and visited with the mothers and their babies. The facility serves nine mothers and expert nurses and eight babies. Some of the mothers are married, but most are not.

Clinton praised the program,



Hillary Clinton

which serves a 12 school area, for providing a safe and healthy environment for the children and child-care training for the mothers. She noted that the effort represents a partnership between the school system, federal and state government, local businesses, the University of Arkansas and the entire community through the involvement of civic and church groups.

Clinton observed that it is now more difficult than ever for young parents to "navigate their way to adulthood" through the many challenges and temptations that confront them. She emphasized that adults must find the time to help children make that transition.

"Schools are one of the few institutions left that are there for all children," Clinton said. "Thus, she said, American schools must make a stronger effort than ever before to see that the nation's children receive the help they need to become productive adults." Clinton said, "we will all pay the price through an uneducated and unemployed generation."

Clinton noted that as France, where a young woman is pregnant, the government with the government on that she will receive training and care to ensure that her child stays healthy and a properly raised child.

"They invest so much more than we do to make sure that children don't grow up to become a burden on society," Clinton commented.

Noting that she was "tired of the age of these girls" when she gave birth to her daughter, Clinton, Clinton admitted that she still could help in handling the many responsibilities of motherhood. She added that she could not imagine how difficult it must be for such young women to handle such responsibilities.

The good news, Clinton said, is that the teen pregnancy rate in Arkansas, often described as being among the highest in the nation, is actually declining.

"That shows that our efforts are beginning to make a difference," Clinton said. "We're not giving it to the people who say they don't want it. We're giving it to the people who say they do." Clinton said that "the staff" is very much like the staff at the University of Arkansas, and the children have more than one of age 13 than I have at 15.

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Register

Feature

April 28, 1989

Helping teen mothers succeed

By Heather Rothrock

A glimmer of hope is now available to teenage parents in Northwest Arkansas.

The Occupational Child Care/Parenting Center at West Campus focuses on dropout prevention for at risk teenage mothers and parents. The program provides child care for teenage mothers. This allows them to be full-time students. The mothers are required to attend a parenting class along with other vocational or academic classes needed to graduate. Coordinator of the program is Phyllis McGinty.

"Everyone I have enrolled is 18 (years) or younger. The average age is 14 to 15 years old. We have two young mothers who are 17 and 18 that have two young children apiece," Ms. McGinty said. The parenting class teaches child development, individual differences, and



Photo by Cody McLeod

A NEW PROGRAM at West Campus helps keep teenage parents in school and teaches vital parenting skills. Angela Galt and program coordinator Phyllis McGinty participate in the Occupational Child Care/Parenting Center at West.

Other topics covered are employability skills, planning and management of a child care program, planning the child care facility, guiding children's behavior, caring for children with special needs, and pre-employment laboratory experience.

The class serves as a support group for the parents. It gives them a chance to talk about their problems with other teenagers in the same situation. A high school counselor is also available to provide support services.

A registered nurse, Sandra Jenkins, is in charge of the child care center.

"It's a real advantage to have the program set up to have a registered nurse in the child care center. She has experience working with children and if somebody

does get hurt or something goes wrong she's right there to take care of it," Ms. McGinty said.

In addition to caring for the children and teaching their parents, the program also serves as a vocational shop class for other high school students who are interested in a career in child care. These students help take care of the children. They also get to learn art, music, P.E. and help with science activities. They do have several responsibilities and duties that aren't quite as glamorous. For example, they have to do the laundry, clean up, and take out the diapers.

We can place anybody from child care worker training into a center in the area. There is such a demand for qualified workers," Ms. McGinty added.

The program is being

funded in part by a federal vocational education grant. According to Ms. McGinty, the cooperative effort and support from other school personnel and programs is helping develop a center superior to what the funding alone could provide.

The program serves all Fayetteville students as well as students in 12 of the surrounding school districts.

The RFD at Roper School has been collecting clothing, blankets, etc. for the young mothers. A exchange store has been set up for them to use as needed.

If they (students or anybody in the community) have maternity clothes, or baby clothes, we would like for them to bring them to us and we'll give them to the teen mothers or mothers-to-be. And when those children outgrow the clothes, they'll bring them back and we'll give them to someone else. It works really well. Right now we desperately need maternity clothes and clothes for the newborn babies. We have a pretty good supply in other areas," Ms. McGinty said.

She said the support from the teachers and administrators, particularly West Campus Principal Jack Mathis, has been great.

"I've worked with a lot of other principals before, but I've never worked with anybody quite like Mr. Mathis. He's over here all the time to check on us and to help us," Ms. McGinty said.

Mr. (Lloyd) Thomas, our transportation director, arranges for the mothers to ride the bus with their babies in the morning, and they come pick them up in the afternoon. The mothers have to have their own car seats and then the school system will install seat belts," Ms. McGinty said.

Wage earning, parenting, and human relations skills are also taught. They are doing everything they would be doing if they worked in a real child care center," Ms. McGinty said. This might explain why there is such a demand for these students in the child care business.



Photograph by Chris Searles

Hillary meets Dusty

Arkansas First Lady Hillary Clinton visits with Fayetteville High School senior, Janetta Caler, and daughter, Dusty Ann Caler, who is 10 weeks old, at the FHS West Campus Occupational Child Care/Parenting Project which was dedicated

Friday. The project provides teenage mothers with day-care services so they can continue their education and teaches child-care skills in a 12-school area.

EQUITY WORKS
ARKANSAS VOCATIONAL AND TECHNICAL EDUCATION

Child Care Parenting Center Provides Valuable Service



BEST COPY AVAILABLE

Ash trees donated to center

West Campus facility helped by local bank

By DON THOMP

Times Staff Writer

The tiny residents of a day care center in Fayetteville will keep cool next summer thanks to a donation made recently by the Bank of Fayetteville.

The bank donated three ash trees to the Child Care Farming Center at Fayetteville High School West Campus. A special program that allows teenaged mothers to complete their high school education while their infants receive professional care nearby. Workers planted the trees in the center's outdoor play yard so that children can play in comfort even during the hottest days of summer.

The Bank of Fayetteville also donated \$500 worth of diapers and formula and bank employees dug through their closets and wallets to donate clothing money and other items that the center desperately needs.

Diapers, formula

The bank also donated five worth of diapers and formula and bank employees dug through their closets and wallets to donate clothing money and other items that the center desperately needs. In addition, the bank planted two ash trees in the front yard of the center.

The school and bank are joined in the Fayetteville Chamber of Commerce's Adopt-A-School program. Officials from both the bank and Farming Center and its faculty patrons has given the bank a focal point that makes giving feel especially good.

Education

Since it opened about a year ago, the center has helped several mothers continue their schooling despite the responsibilities of parenthood. West Campus principal Jack Mathis emphasized the importance of mothers receiving their academic education so they will be able to support themselves as adults.

Mathis added that the mothers are able to become adults and must be taught how to properly care for and



Bank and school officials, along with some of the center's youngsters, at dedication ceremony last week at FDC West Campus.

Feed their babies

One of the most important aspects of the program is that the mothers must attend parenting classes one hour a day and bring the baby to feed their infants and have contact with them.

Mathis said the center, which serves 12 area schools, has received its capacity of 30 babies and presently has a waiting list of six. Mathis said the program needs to expand to serve more babies. To do that, he said, the center would have to hire another teacher, expand its kitchen facilities and add more space.

Mathis said that he has asked to see one of the Fayetteville district's portable buildings when additional to the city's two senior high schools are completed and the buildings are no longer needed there.

Mathis praised the program, noting that "several years ago a delinquent program and the past few years that it has become a reality."

Funding

Phyllis Mathis, director of the center, said the program receives federal, state and local funding, as well as help through the Adopt-A-School program. But she emphasized that private help is also needed to

offset the day-to-day costs of caring for the babies.

Each baby averages about \$100 a day in diaper changes, a day's worth of food and other supplies. The mothers must be able to afford the costs of diapers and formula, the center needs supplies to care for them.

Those who wish to donate money or supplies should call Phyllis Mathis at 445-4444.

SECTION

C Wedding bells ring in area 2-6C
Nuptials, anniversaries noted



FAMILY LIVING

Northwest Arkansas Times, Sunday, December 10, 1989



Tender lovin' care

Thanks to many dedicated volunteers and staff members, the day care facility at Fayetteville High School West Campus is a rewarding experience. The staff members, teach teenaged parents how to provide proper care for their children, and then watch over the infants while the teens attend classes so they can complete high school education. At right, Lauren Raymond, a 16-year-old, holds her four-month-old, Manna. Above, Charlotte Harris, rocks a tot in a swing at the facility. Below, Jeanette Forrester, left, and Viktor Mazon conduct a hand-clapping song along with youngsters.

Teen Pregnancy

Fayetteville School Has Alternative to Problems

When the community is faced with the problem of teen pregnancy, Fayetteville High School West Campus offers an alternative to the problems of teen pregnancy.

Fayetteville High School West Campus has begun a pilot program to help teenaged mothers complete their high school education while their infants receive professional care nearby. Workers planted the trees in the center's outdoor play yard so that children can play in comfort even during the hottest days of summer.

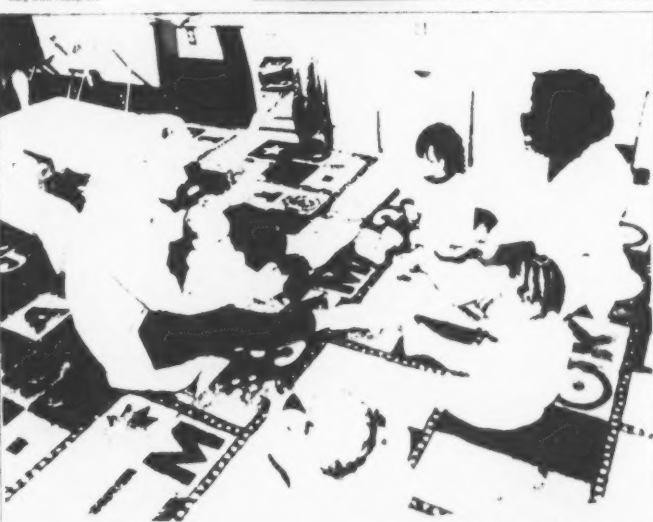
Jack Mathis, principal of Fayetteville High School West Campus, said the program is a pilot project and will be expanded to other schools in the district.

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Child Care/Parenting Center Lends A Helping Hand In Fayetteville

by Dr. Phyllis McGinty

School districts across the U.S. should take note of a teenage pregnancy program initiated by the Fayetteville School District. This program may avert five students dropping out of school before getting a high school diploma. Many of the dropouts in Arkansas leave school because of pregnancy.

The fate of such dropout students and their offspring are indeed bleak. Without a high school diploma and with no chance to attend college, the student ends up in low-paying jobs or on public relief. Their children grow up in single and financially deprived environments.

This excerpt appeared in an editorial in the December 18, 1988 issue of the *Southwest Arkansas Times*. The program to which the editorial refers is the Child Care/Parenting Center located at Fayetteville High School West campus. This secondary vocational school gives students the opportunity to learn the trade they would like to follow for themselves in the future. Their classes include computers, dental assisting, culinary arts, automotive, welding, drafting, auto body repair, building trades, printing, as well as child care. Students also have the opportunity to attend college-bound classes at Fayetteville West campus High School.

Varied Services

The Child Care/Parenting Center uses blended monies from program improvement funds, the single parent homemaker and sex equity funds, focuses on dropout prevention for at-risk, single teenage mothers, and much more. In addition, the project offers special parenting preparation for new mothers enrolled in the program. The

center also serves as a resource for help in the training high school students to prepare for a career in child care.

The Child Care/Parenting class teaches age-appropriate parenting and human relations skills as well as accommodating students who make higher academic skills and who are at risk for dropping out of school. The class includes information on employability, skills, planning and management of a child care facility, guiding children's behavior, caring for children with special needs and pre-employment laboratory experience.

The Child Care Center is a licensed facility that is supervised by a registered nurse. A registered nurse provides excellent supervision for the high

schoolers. In addition, she serves as a valuable resource person for the mothers-to-be, teen parents and the child care training students.

The parenting class is provided to single mothers and parents with children in the child care program. By teaching principles of child development, individual differences and appropriate child-rearing techniques, the expected results are to prevent maladaptive child-rearing methods, prevent abuse and neglect of children and to strengthen the young parents' confidence and skills.

Students from the fifteen area schools participating in the program have qual-

Continued on page 18



A Child Care student holds her two children.

Child Care/Parenting

Continued from page 7

ity child care provided while they are attending academic or vocational classes. Opportunities for participation in nontraditional vocational shop classes are provided. Mother-to-be and parents with children in the Child Care/Parenting Program receive parenting education and counseling.

Strong Support

The program has received strong support from the school system and the community. School officials have been involved in a variety of support activities. All counselors in the Fayetteville School System have toured the center and have helped recruit in their own school as well as in area schools. Merchants and civic groups have donated funds and supplies and local agencies have given their support.

Challenges and miracles are an everyday part of the Child Care/Parenting

Center. The project was designed to keep teen mothers in school, but it has done more than give teen mothers information about the trials of parenthood. Teen parents are learning how to solve their own problems and where to go for help when necessary. Most of all, it is helping them prepare for the future.

(Dr. Phyllis McGinty is teacher coordinator for the Child Care/Parenting Center. The Child Care Center is supervised by Sandra Jenkins, R.N.)

Teachers awarded 23 grants

Teachers in Arkansas are the recipients of 23 grants awarded under the State Recognition Program of the state Department of Education for projects designed to improve students' performance. The grants vary in amount up to \$1,000. The grant recipients for the 18 new projects are:

■ Elementary level: Carol Fair, Dardanelle Middle School, "Global Awareness/Language Arts," Rhonda Mullikin and Wanda Owen, Jimmy Brown Elementary School (St. Ar City School District), "Stepping Stones - Early Childhood Education," Leann Beard and Donra Johnson, Chidester Elementary School (Fairview School District), "Read With Me," Kim Wilbanks, University Heights Ele-

mentary (Nettleton School District), "Learning to Read the 'Write' Way," Suzanne Self, Clarendon Elementary School, "Science Starters - Bringing the Arts to Science," Mary May, Gosnell Elementary, "Cultural Units of Art," Becky Castleberry and Shirley Howard, Albright Elementary School (Newport School District), "Knowledge Pow Wow," Eleanor Thomas, Julia Shannon Elementary (Stuttgart School District), "Learning Styles Project," and Mary Margaret Torok, Berryville Elementary, "Oral Interpretation and Drama Workshop."

■ Secondary level: Michele Muro, Alma High School, "The Wrap Session," Dr. Phyllis

McGinty, Fayetteville High School West, "S.T.P. (Survive Teen Pregnancy)," Nena Dildy, Joyce Moore, and Shirley Holcomb, Lake Hamilton Junior High School, "Scarecrow Project," Kittena Bell and Marilyn Schambach, Magnolia High School, "Geo-T," Mitch Walton, Sloan Hendrix Junior High, "American History in the News," Madeline Marquette, Northside High (Fort Smith School District), "Improving Oral Proficiency in the High School Foreign Language Classroom," Claire Purdome, Yellville-Summit High, "Learning, Doing, Providing - Good Science," Gary Morris, Jonesboro High, "Midi - From Bach to Byte," and Lynn Smith, Northside High School (Fort Smith School District), "Mega Prints: Printing Large Without A Press."

Inside Fayetteville

Betty Ezell

Ramay Junior High

Independent Living is a home economics course offered to ninth grade students in each junior high in Fayetteville. In this course basic skills are integrated with new technology as students study life skills — interpersonal relationships, consumer education and home management, housing, child development and parenting, personal and family health, foods and nutrition, and clothing and textiles.

This course utilizes community resources, guest speakers, and field trips to institutions such as banks and day care centers that relate specifically to course context. Students are also given practical application of computer usage in the classroom.

Every effort is made to make the course practical and relative to the needs and problems of teens. For example, students enrolled in Independent Living at Ramay Junior High have gained new insights into teen parenthood. The students interviewed five teen-age mothers at the Child Care-Parenting Center located on the Fayetteville High School West Campus concerning the problems and challenges of teen parenting.

The interviews were held after the Independent Living classes completed study on the problems of teen parenting. Each class collectively devised a list of questions pertaining to parenting issues. These questions were then given to the teen parents prior to the interviews.

The teen parents were open and honest in talking about their teen parenting situations. They said that life as a teen parent is difficult and told the junior high students that, if they could do it all over again, they would choose to wait until they were more mature and finished their education to become parents. After the interviews, Ramay students described the activity as both interesting and informative and concluded that each teen parent's plight was unfortunate but had been preventable.

Written comments in response to information presented in this column may be sent to Comment, Fayetteville Public Schools, P.O. Box 849, Fayetteville 72702.

Northwest Arkansas Times, Wed., October 31, 1990
FAYETTEVILLE, ARKANSAS

McGinty: Arkansas faces teen pregnancy outbreak

By KAY B. HALL
Times Staff Writer

Arkansas is facing an epidemic outbreak of teenage pregnancies, Phyllis McGinty told her audience at a United Community Services luncheon recently at Park Inn.

McGinty, director of the Child Care-Parenting Center at Fayetteville's West Campus High School, works to prevent such an outbreak, and she spoke from her own experience in dealing on a daily basis with teenage mothers and teenage mothers-to-be and their babies.

The ChildCare-Parenting Center is a three-year pilot program funded by grant money to serve students from schools throughout Benton and Washington Counties. Under the program receives financial help, she said, the program will be discontinued after this year.

Training
In addition to providing childcare for the babies, vocational and training opportunities, support services and counseling, wagonwarming and human relations skills are all included in the pilot program.

So many of the young women using the daycare services come to McGinty for advice and in search of food, clothing, or a place to live, and resources, and referrals are given them. A full-time registered nurse is on staff.

"You see the mothers coming each day in school buses their babies strapped in car seats with seat belts," she said.

When the pregnant student or parent is accepted into the West Campus program, each is required to take a turn working in the center, caring for the babies or doing the laundry, and mothers-to-be and fathers-to-be, alike, are all required to take teen-parenting and child care classes.

Elective classes
The classes aren't all work, she said. Elective classes are offered to other students not expecting, many of whom are boys, so they

may learn the joy and responsibility of childcare.

Problem-solving occurs in these classrooms, she said.

"A student was crying that her baby was due in two weeks and it didn't have a father. She said she had to find a boyfriend."

The other students counseled her, convinced her that she would be better off without a boyfriend and that she and her baby would make it just fine. These are rewarding moments, she said.

Having traveled to other areas, including the Benton area to compare similar pilot programs, she said, Fayetteville's West Campus wins the competition, hands down.

We've had letters from about 30 other states including Hawaii asking about our program," she said.

Staff
Staff to student is on a basis of one to five, and volunteers and student workers are not included in that count. Their assistance make the ratio better than one-to-one, she said, sometimes even making it two-to-one, she said, with care of the babies being shared by two students.

The West Campus facility could care for at least 30 babies, but averages only 10 because there is not enough funding to hire additional staff.

To keep the program operational another year, a budget of \$60,000 to \$70,000 would be needed for 1991, 1992.

The classes have proven to be great deterrents, she said, in preventing pregnancy. Students who come in and work for the hour, the maximum amount of time, and leave exhausted, realize the responsibility involved in caring for a baby on a 24-hour basis. It makes for a strong argument against teen pregnancy.

Practiced community
The community and Jack Mathis principal have been wonderful, so supportive, she said.

She told of anonymous donations of food, diapers, baby clothes

and maternity clothes that have been dropped off during the three years, a gesture that makes the school to keep its teenage parents and their offspring fed and clothed.

The community, she said, needs to become more active in an overall preventive effort. Churches and community schools, she said, need to supplement drug prevention programs and sexuality classes.

It's efficient discovery in caring for these young parents, she said, is the discovery that many of the girls did not have a good mother-daughter relationship and did not feel good about themselves.

She invited the public to tour the West Campus facility at any time to see what they accomplish. Area residents can write letters, she said, and make phone calls to their legislators telling them how valuable the program has been.

And, she said, "We can always use disposable diapers and paper products or food that can be sent home with the students."

Program designed for teen mothers to stay in school

By MAX PARKER
Staff Writer

FAYETTEVILLE. The Vocational Child Care Parenting Center has set its goal: keeping teen-age mothers in school.

Last week the center opened its child care and parenting sessions located in two classrooms at the Fayetteville High School West Campus, a secondary vocational school that also offers academic classes.

Another phase of the program, child care instruction, began in August 1988. Program coordinator Phyllis McGinty said in a telephone interview.

Everyone I have enrolled is 16 years old or younger, McGinty said. The average age is 14 and 15 years old. We have two young mothers who are each 16 that have two young children in pre-school and have a third to be born. One child who is six months pregnant.

The program, which runs twice a week, is open to all the students in 12 surrounding schools, offering a "structured home" with the help of high school students. One teacher, Eric McIntyre, and three teachers are currently enrolled, McGinty said.

A high school cafeteria is also available to provide an appropriate place for the teen.

Must attend class

Mothers are required to attend a parenting class one hour each day, in addition to any vocational or academic classes in their schedule, McGinty said. They are also expected to spend their lunch hour with their children.

Nearly \$80,000 in funding for the program was obtained through federal grants and Charlie Russell, assistant superintendent of the Fayetteville School District. Although this is the first year of what is intended to be a three-year funding period, Russell said the school has to be successful annually.

The program's inception was prompted when two students at the district's Phoenix School, started bringing their babies to class during the

1987-1988 school year, McGinty said. The application for the grant was submitted by Jack Mathis, west campus principal. Mary, a high school psychologist, examined for the district and Donald Walker, a west campus teacher.

Also open to fathers

McGinty, herself a mother of two boys and a home economics teacher for 14 years, said the program is also open to teen fathers, and to students who discover they're pregnant.

We don't hand out contraceptives, we are really happy to give information, McGinty said. The community has been very supportive. By the time the students come to us, they've already made a choice.

But we said the program was not a purpose, not the approach.

It's not about teaching a young school where kids are being taught, but it's about teaching them to be responsible. We're going to be high quality child care for our children.

No common thread

McGinty said there has been no common thread, not among the teachers enrolled in the program, except the fact that they are female. The teen mothers look out being mothers.

We have been very all over in economics, McGinty said. It tells every parent that in matter what the situation is, the chance is there. We're going to stress responsibility. We offer them a lot of informal education in these programs. But these are typical teenagers. They're concerned about their babies, but also about going out with their friends.

McGinty said she believes the district has the needed program. District workers are involved in training one of the two eighth-grade girls in the area public health center. The center, which is a well-known classroom in training.

Russell said he has not heard from the two students and the west campus of the high school. Students can at any time be at the facility.



Crystal Weatherman sits with daughter Brianna at Fayetteville High School West Campus as students from Woodland Junior High look on.

Friday. A group of Woodland FHS members adopted some of the FHS teen parents and their children for the holidays, bringing presents and other items. In turn, they heard about the realities of parenthood.

HELPING TEEN MOMS

Woodland students bring Christmas to FHS parent project and learn about the trials of raising a child

By BOB MERRINS

Teen mothers and their babies were the center of a Christmas project at Fayetteville Junior High School, where the project was designed to help teen parents and their children for the holidays, bringing presents and other items.

At the end of the year, the FHS chapter decided to adopt some of the teen parents and their children for the holidays, bringing presents and other items. In turn, they heard about the realities of parenthood.

Phyllis McGinty, director of the project, called the party a "sweet little Christmas story," that came about after a panel of teen mothers visited Woodland to talk about the realities of being a parent. As a result of the visit, the FHS chapter decided to adopt teen mothers involved with the childcare center.

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EMERGENCY PROCEDURE
CHILD CARE/PARENTING CENTER

1. Call out to Supervisor (Mrs. Jenkins, or Mrs. McGinty) "I need help". (NEVER LEAVE INFANT OR CHILD IN DISTRESS)
2. Administer first aid as necessary until help arrives.
3. Supervisor will assist in first aid.
4. Student assigned to toddler area will call 911 if necessary and then call office and state what emergency exists and have office representative contact parent of child.
5. Students assigned to infants will supervise all children during an emergency.
6. Other students will remain calm, help with other children and follow instructions.
7. If an emergency occurs on playground one person should stay with child (DO NOT MOVE CHILD) and another students should go for help.



Kids Help Kids at Campus Day Care

Becca Bacon Martin

Lifestyles Editor

When parents of the Fayetteville School District need a reason to feel good about life, many of them know exactly where to go. They stop by the Child Care Planning Center in the high school West Campus.

There, each day in the morning plant and around the corner from English class, 10 babies are learning to crawl and crawl and sing and play. And their mothers — and fathers, too — are learning how to be good parents without dropping out. In fact, several expect to attend college, and one even has a perfect 4.0 grade point average.

If you stop by, don't even try to guess which caretakers are the parents and which are the students enrolled in the occupational child care classes. It doesn't seem to matter to the ones in the building. There's love in abundance from 8 a.m. to 5 p.m. every weekday, and the "high risk" babies seem to be flourishing.

The idea for the Child Care Center was born when Mary Charles, a school nursing expert, realized how many babies were abandoned, leaving their mothers to live on the streets or in the shelters. There were no facilities for funding, a grant proposal was written in record time and the program was approved in the summer of 1988. But the idea was just the beginning.

A school maintenance man went to work on two classrooms at West Campus — the vocational/technical branch of Fayetteville High School — converting them to a bright, cheerful and safe day care facility. Carpets were cleaned, curtains, a changing table, shelves and a sandbox. Electricians installed a dry hot functional kitchen, and plumbers put in a child-sized bathroom. Many of the furnishings were donated or purchased at a discount.

Since the center opened Jan. 23, a full-time aide has been hired to assist. Sandra Jenkins, the full-time registered nurse who supervises child care. This means the center is licensed to care for 10 children, but others are already on a waiting list. Two mothers are currently studying at home with their new babies, and a third is due any minute — not to mention others who have inquired from area schools.

"We need another full-time person," says teacher coordinator (in charge) McCarty, who holds a Ph.D. in vocational education/home economics. "We have the room — if we just had the money." And she's working for it all the time.

The money provided to the center through the school district has been supplemented this year by funding from the Job Training Partners ship Act (JTPA) plus for the state and a part-time secretary. Most of all, JTPA funding also covers computer costs for the state open up working with the children. That, McCarty says, is good for everybody and offers another incentive for mothers to stay in school.

In creating what the Child Care Center has accomplished in a building, individuals and organizations have helped to provide resources for the needy, babies and kids. The staff of Fayetteville District, including and planning staff on the playground, and employees of JTPA, various plan to add equipment. Help has come from local churches, the American Association of University Women and the Springfield Library, Washington Regional Medical Center, the University of Arkansas and half a dozen church groups.

McCarty says a lot of good things about the school board and administration, staff. "This is always watching out for us."

Now that everything's running smoothly, McCarty's biggest job is making sure that everything that happens in the center is funded by JTPA and working about what will happen in the future when the grant money ends. To make the Child Care Center will not run the school, the program is still in the 18 months needed in planning, testing, and setting up the center. The staff on the way in the occupational training area of the program.

Working how long it is to be a parent has a tremendous impact on the staff. "There's no one else out there, and there's so much to do, you can't do it alone. And I think for many of them, it's a good reason to be a parent."

About half of the mothers enrolled in the program are married, the others are not. Some are working at West Campus for jobs at annual wages of \$4.00 per hour, others are working on their own. Some are on the waiting list to attend. McCarty says the girls are as different as one of them to find in any classroom.

The kids they have in common is the babies, she says. But they all become friends and support each other. McCarty says the important part of the program is that the girls have more than child development, social education and effective discipline. They also learn how to make a budget, how to sign up for



Photo courtesy David Bell, JTPA

assistance if they need it and perhaps most important, "how to teach a child to read." McCarty says, "It's hard when you know you're not alone."

Not only does the staff assist the mothers, the babies are well ahead of standard milestones used in research programs. McCarty says that's because of the one-on-one attention they receive.

When the kids could they find someone new every hour who's happy to be there and get along. The kids are happy because of the various guidelines under which it must function. The center is exceptionally strict about health and hygiene. Students wear white lab coats, check every hour and the changing table is checked each time. A sick baby cannot come to the Child Care Center and for all, everyone has stayed immaculate, well.

In their care of the babies, the staff assist a whole lot of other things. The babies get breakfast, lunch and a bedtime snack in the center in order to eat at home. They play outside every day in the sun. They're impossible to handle. And babies are available to be held and their clothes washed — well in case.

A typical day goes something like this:

Babies will arrive sometime between 8 and 9 a.m. A simple activity is waiting to keep the youngsters occupied until breakfast served to the mothers about 9:30 a.m. When the mothers leave for their other classes, occupational child care students take over, providing the babies in a kitchen play, changing and more.

At 11 a.m. the mothers return to spend 20 minutes feeding their babies. McCarty says, "This is a chance to spend time with their babies, provides an opportunity for them to interact with each other and keep them on campus. Students who leave campus as much as they have to come back, the staff find it good for the girls at the East Campus cafeteria and back to the babies on."

After lunch, the girls get naps, then games, snacks and another chance to play outside before Mom returns at 3 p.m. The mothers from Springfield, West Fork, Prairie Grove, Bentonville, Sallisaw, Springdale, Rogers, Fayetteville, Conway, Elkins, Rogers and Greenwood are welcome to participate in the program. Transportation is provided by regular school bus with the addition of car seats and child monitors.

For information on the Child Care Planning Center, call 444-3365.

